

**THE INFLUENCE OF USING DIGITAL STORY TOWARDS STUDENTS'
PRONUNCIATION MASTERY AT THE SECOND SEMESTER OF
TENTH GRADE OF SMA N 1 SIDOMULYO SOUTH OF
LAMPUNG IN THE ACADEMIC YEAR
2018/2019**

**A Thesis
Submitted as Partial Fullfilment of the Requirement for S-1-Degree**

By:

YOGI ERA REFORMA

NPM. 1511040175



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019**

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2019**

ABSTRACT

In the process of teaching and learning English, pronunciation is enticed little attention to be either learned or taught in the class. As the result, students have some difficulties to pronounce particular sounds and put the appropriate stress and intonation while speaking. The problems moreover arise by the absence of media in the class. The role of media cannot be pushed aside that it can help students understand the material easier. The phenomenon happened is the media used to teach is less interesting so that it makes students felt bored. Therefore, the objective of the research is to find out whether there is an influence of using digital story towards students' pronunciation mastery at the second semester of the tenth grade of SMA N 1 Sidomulyo in the academic year 2018/2019 especially in the aspects of segmental and suprasegmental. Digital story is a good media since it provides animation video and various sound expressions.

The methodology of the research used was quasi experimental design with five meetings actively of the treatment. The population of the research was the tenth grade students of SMA N 1 Sidomulyo and the samples taken were two classes: X MIPA 1 (experimental class) and X MIPA 2 (control class) consisting of 69 students. Digital story was applied to experimental class and textbook was used in the control class. To collect the data, the research managed test as the instrument which was reading two paragraphs of narrative text. The test conducted at two terms: pre-test and post-test. In analyzing the data, this research managed two raters in judging the students' scores and utilized SPSS in the statistical computation.

After doing the post-test, the researcher analyzed the data obtained from both pre-test and post-test. The result of the data analysis showed that independent t-test result was 5.26 from the critical value 1.996 with level of significance 0.05. From the analysis, the score of t_{observed} was higher than $t_{\text{critical}} (0.05)$, so H_0 was refused. It meant that digital story could improve students' pronunciation mastery at the second semester of tenth grade students of SMA N 1 Sidomulyo in the academic year 2018/2019.

Key words: Digital Story, Experimental Research, Pronunciation Mastery



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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

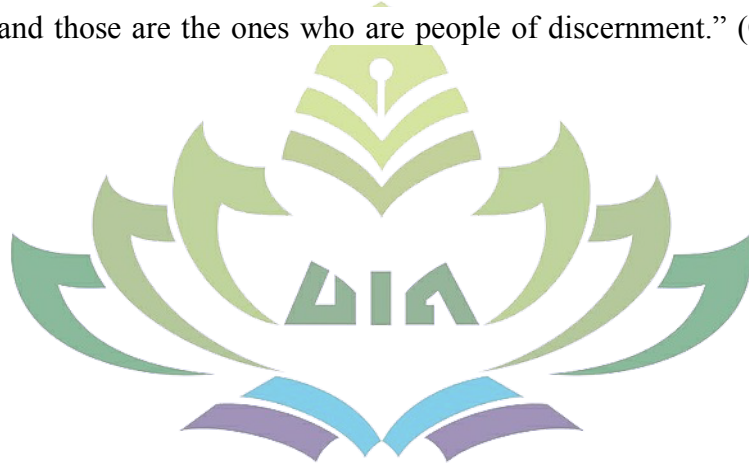
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MOTTO

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُمُ اللَّهُ
وَأُولَئِكَ هُمْ أُولُوا الْأَلْبَابِ (١٨)

“Who, when they hear speech, follow the best of it (in the best way possible, and even seek what is better and straighter). Those are the ones whom God has guided, and those are the ones who are people of discernment.” (QS. Az Zumar: 18)¹

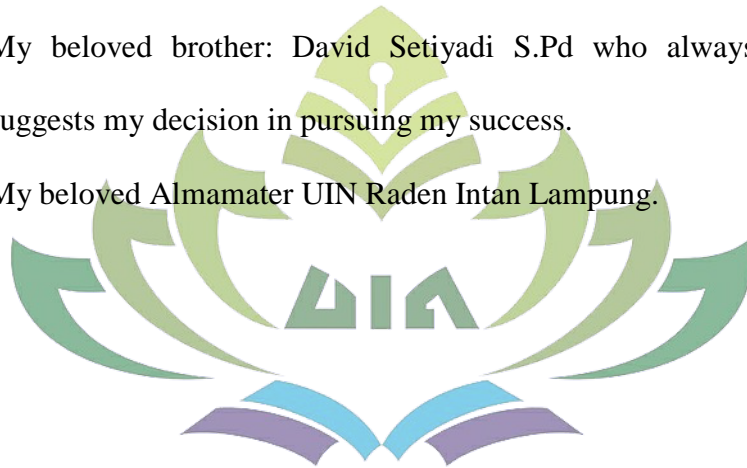


¹ Ahadi, “Quran surah Az Zumar 18 (QS 39: 18) in Arabic and English translation” (Online), available at: <http://www.alquranenglish.com/quran-surah-az-zumar-18-q39-18-in-arabic-and-english-translation> (Accessed on: June 20th 2019)

DEDICATION

From the deepest place my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specifically to:

1. My beloved parents: Mr. Suparman and Mrs. Jumiye S.Pd who have bestowed me with loves and affections and tirelessly pray for my life and success.
2. My beloved brother: David Setiyadi S.Pd who always supports and suggests my decision in pursuing my success.
3. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Yogi Era Reforma. He was born in Sidomulyo on June 21st 1998. He is the second child of two sons of Mr. Suparman and Mrs. Jumiye S.Pd. He has also 8-years older brother namely David Setiyadi S.Pd.

In his academic background, he studied earlier at the age of five in Elementary school of SD N 4 Sidodadi and graduated on 2009. Then, he continued to Junior High School of SMP N 1 Sidomulyo and finished on 2012. On the same year, he was accepted to the nearby Senior High School which was SMA N 1 Sidomulyo and graduated on 2015. Stepping to higher education, on 2015, he was accepted to one of state university in Bandar Lampung namely State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying in English Department of Tarbiyah and Teacher Training Faculty.

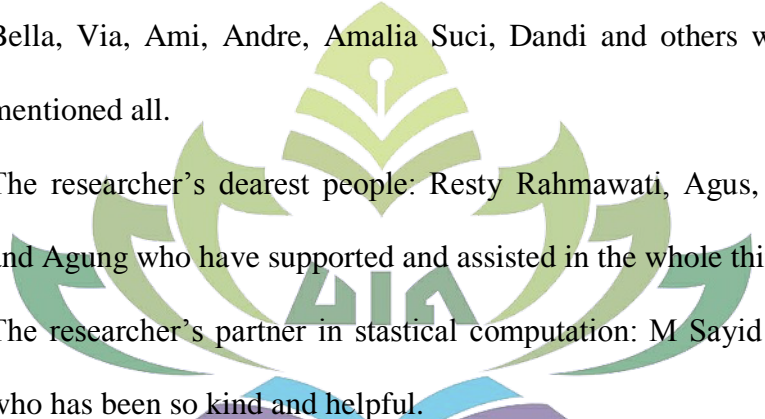
During studying at UIN Raden Intan Lampung, the researcher joined as an active member of English language learning community namely Connect Lampung for a year. He also followed two internal organizations at UIN Raden Intan Lampung such as Paduan Suara Mahasiswa UIN (The University Choir) and UKM Bahasa.

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The researcher is fully aware that he cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. He wishes to give the sincerest gratitude and appreciation to:

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- 

Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, August 2nd 2019
The Researcher,

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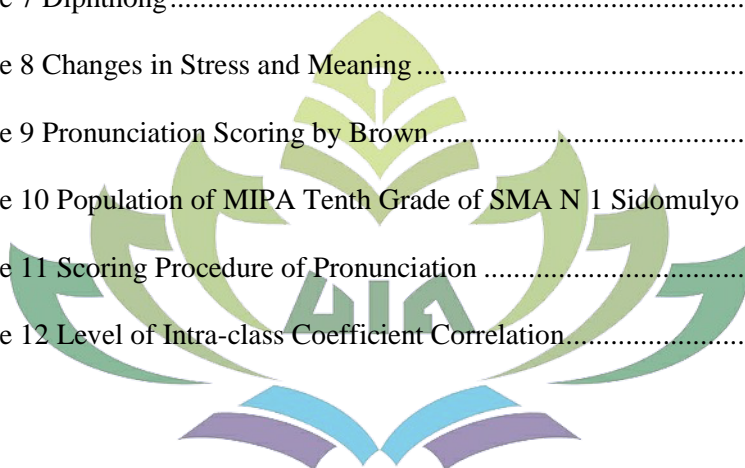
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CHAPTER I INTRODUCTION

A. Background of the Problem

As the most spoken and learnt language, English has become global study which interesting to be mastery in every countries across the world. It is academically studied as a subject of language learning through educational area in school, colleges and universities. English is also learnt as the medium of learning other disciplines such as in business, economic and other studies. It has become “language of knowledge” as everything nowadays has been vastly written with English language. As Hutchinson stated, English is important regarding that it is used by many people as communication, and it is also learnt as the key to the international currencies of technology and commerce.¹ Hence, English proficiency is highly required to be mastered—especially for those who need it in larger scope of communication and insight.

In the practice, learning English arguably gains more challenges. Pointedly for country with non-English speaking environment like Indonesia, performed English faces many problems in its learning, As a country which consists of vast number of regions, spoken English is naturally influenced by the traditional languages that somehow affect the way to communicate each other. Thus, the learners of English would find themselves in difficulty to pronounce particular

¹ Tom Hutchinson and Alan Waters, *English for Specific Purpose- A Learning Centered Approach*, (Cambridge: Cambridge University Press, 1987) p. 6

sounds and to express their ideas orally. Moreover, they might understand nothing of an English utterance while having a communication. Hence, the problem to be unable of producing or understanding spoken language in proper way in the aspects of how the sounds are created and expressed is considered as the pronunciation issue.

As for teaching process, pronunciation is a useful basis affecting other aspects of language. For example, pronunciation eases the listening comprehension and enables one to be intelligible during verbal interaction. Furthermore, it also assists learners, especially students, to gain the skills they need for effective communication in English.² Learning pronunciation helps someone recognize on how sounds are created and performed and so do how they are different from each other. Pronunciation, nonetheless, enticed little attention to be taught, comparing to grammar and vocabulary. As the area changes and so does the perception of language learning, teaching and learning pronunciation has begun to evolve from being neglected to being recognized as an important element in a language class.

In English class, the most basic idea to bring pronunciation practice in the classroom is by doing the drilling. It is commonly done by having the teacher particularly mentioning a word or sentence on textbook or flashcard with the students repeat after it. Theoretically, Kelly mentioned that this technique is fundamental language skill which has its root to behaviorist psychological theory

² M. R Ahmadi & A.P Gilakjani, "Why Is Pronunciation So Difficult To Learn?", *English Language Teaching*, Vol. IV No.3 (September 2011), pp.74-83 (Available on: <https://files.eric.ed.gov/fulltext/EJ1080742.pdf>) (Accessed on Friday, January 11th 2019, 13:27)

and audio lingual approaches.³ However, applying technique would be wiser if it is accompanied by effective and good resources. As a solution, the teachers can set up media in the classroom. Media can stand a chance as the best weapon to get the learning more interactive and communicative, and the learning activities can even be more fascinating for students.

Media, in terms of educational background, refers to any kind of components which are utilized in the process of teaching. It concludes textbook, chalkboard, real object, picture, flashcard, or such as the new technology like computer, DVDs, CD-ROM, video and audio tape, internet, or various tools that technically used in classroom. Those media, if efficiently given, can stimulate students and ease them to understand difficult material. Sadiman cited in Ruis argued, media is anything used to send message(s) from the sender(s) to the receiver(s), so the learners' thought, feeling, and interest are aroused.⁴ For teachers, media itself can demonstrate "invisible" aspects and bring understandable description to represent the insight which students need to acquire.⁵ From the cause and effect on the top, it has led to the fact that teacher and media are linked and cannot be separated to one and another, and indeed they are crucial to the learning process in the classroom.

³ Gerald Kelly, *How To Teach Pronunciation*, (Essex: Pearson Education ESL, 2001), p. 16

⁴ Nuhung Ruis *et.al*, "Instructional Media", *Center for Development and Empowerment of Teachers and Education Personnel*, Minister National of Education Decree No 14 2005 (Jakarta 2009) p. 2

⁵ Masanori Nagami, *et.al*, *Media in Foreign Language Teaching and Learning*. (Boston: Walter de Gruyter, 2011) p.12

To investigate the use of media in teaching English and students' English background, questionnaire had been administered to one of institution.⁶ By number of 176 MIPA students of tenth grade, the result shows that 81.97% of students enjoy learning English, yet 91.80% of students do not use it as means of communication. In the classroom, 70.50% of students stated that they hardly understand teacher's explanation but they feel assisted when the teacher using any media such as audio, video, or projector in the classroom. Specifically to the pronunciation, students enjoy learning it in the classroom but 86.89% of students state that they do not enjoy listening to English language. As a result, they are found in difficult to pronounce words in English (78.68% of students) and sentences in English (86.88% of students). These data lead to the conclusion that students of tenth grade have several issues of mastering English and they feel helped if the teacher administers media in the classroom. (See appendix 3, page 107)

Interview was also conducted to one of the teacher in the same institution. The result described that the main problem which students face in the classroom is the lack of vocabulary. Some strategies have been applied to help students such as applying song and reading text to help students gain vocabulary and practice their speaking. Specifically to the pronunciation, the learning process was intently done by only reading a text and choosing the difficult word from the textbook. And in some occasions students are taught in pronunciation by singing a random song. Nonetheless, the view of teaching English as "communication" is rather ruled out.

⁶ Students' Questionnaire of MIPA Tenth Grade of SMA N 1 Sidomulyo in the Academic Year 2018/2019. (February 6th 2019).

As the teacher encouraging the students to enrich their vocabulary only, they don't seem to be taught as practical language users. By impact, the students are in the low level of performing the spoken language (See appendix 2, page 104). The table here shows the score of students' speaking score and its pronunciation mastery in one of speaking test in the first semester:

Table 1
Data of Accomplishment in Speaking Assessment at the First Semester of the MIPA Tenth Grade of SMA N 1 SIDOMULYO South of Lampung in the Academic Year 2018/2019⁷

No	Classes	Accomplished Students by the Minimum Criteria of Mastery		Number of Students
		<70	≥70	
1	X MIPA 1	21	14	35
2	X MIPA 2	23	12	35
3	X MIPA 3	18	17	35
4	X MIPA 4	19	17	36
5	X MIPA 5	21	14	35
TOTAL		102	74	176
PERCENTAGE		57,95%	42,05%	100%

The percentage shows that 57.97% of students did not pass the minimum criteria of mastery, when the rest of the students claimed as successful as passing the standard score. This is partly implied that students' speaking ability is still low. Specifically, table 2 here presents further information about the students' pronunciation mastery in one of the speaking assessment in:

⁷ Tini Eviria, The English Teacher of SMAN 1 SIDOMULYO South of Lampung, Data of Sudents' Speaking Score at the First Semester of Science and Math Tenth Class of Academic Year 2018/2019, (February 6th, 2019), Unpublished.

Table 2
Students' English Pronunciation Accomplishment of the First Semester in the
Academic Year 2018/2019

Score	Pronunciation Criteria	Classes and Number of Students who fit the criteria					Percentage
		X MIP A 1	X MIP A 2	X MIP A 3	X MIP A 4	X MIP A 5	
20-16	Articulation is reasonably comprehensible to native speakers, there may be a marked "foreign accent" but almost no misunderstanding is caused and repetition required only infrequently.	10	6	4	3	3	14.77%
15-11	Rhythm, intonation, and pronunciation require concentrate listening, but only misunderstanding is caused or repetition required.	24	28	28	32	30	80.69%
10-6	Strong interference from L1 in rhythm, intonation, and pronunciation, understanding is difficult and achieved often only after frequent repetition.	1	1	3	1	2	4.54%
5-1	Severe and constant rhythm, intonation and pronunciation problems cause almost unitelligibility.	0	0	0	0	0	0%
Total		35	35	35	36	35	100% (176 students)

(source: students' pronunciation achievement in speaking assessment)

From the presented table above, it can be clearly seen that only 14.77% of students are placed at an excellent pronunciation. In contrast, 80.69% of students are found for performing error in pronunciation (require concentrate in listening)

and misunderstanding is however caused. In addition, 4.54% of students performed many mistakes in pronunciation which result misunderstanding with frequent repetitions.⁸ Henceforth, most of students are proven to be in severe issues of achieving successful pronunciation in the classroom that probably cause misapprehension (See appendix 1, page 102).

A good pronunciation is necessary—regarding that if someone has a poor pronunciation he/she will have a limited ability to communicate with others. Somehow, lack of an effective and appropriate resource and less attention of pronunciation is still unbearable facts. In case to the interview, the teacher has utilized printed song and textbook as media to teach pronunciation. But since song is used for specific basic competence, teacher distributes mostly textbook to teach pronunciation in some occasions. Anderson cited in Robert categorized textbook as printed media, that means it is in the form of written language.⁹ Using written media in teaching English is not new thing, instead most of students use it anytime as a guideline, instruction and even material. Specifically to the pronunciation, printed media such as textbook can be taken to help students practice their pronunciation. This statement is supported by Kelly that although the medium is in written form, work on pronunciation can successfully be integrated through reading activities.¹⁰ Written forms such as poems, rhyme, song lyrics can be used in many creative ways and can offer plenty of scope in

⁸ Tini Eviria, The English Teacher of SMAN 1 SIDOMULYO South of Lampung, *Data of Sudents' Pronunciation Achievement at the First Semester of Science and Math Tenth Class of Academic Year 2018/2019*, (February 6th, 2019), Unpublished.

⁹ Robert Reiser, & Robert Gagne, "Characteristics of Media Selection", *Review of Educational Research*. Vol. 52, No. 4, (Winter 1982) p. 503 (Available on: <https://www.jstor.org/stable/1170264>) (Accessed on Sunday, September 30th 2018, 22:03)

¹⁰ Gerald Kelly, *Op. Cit.*, p. 22

pronunciation work. Thus, textbook can be taken to teach students pronunciation by providing various text types with reading activities.

In order to get better pronunciation and to gain communicative competence, students should be provided by effective and communicative media that can have students understand pronunciation easier. One way out is by using digital story. Digital story provides engaging atmosphere of learning by providing interesting stories and authentic learning. Frazel explained that applying digital story in the classroom can ease to difficult topics and stimulate students into active learning process that can produce an exciting atmosphere of studying.¹¹ It also suggests teaching and learning so that students can recognize of how words are spelled, delivered and performed through different style of delivering. In addition, digital story is repeatable media which means it can be used repeatedly and students can listen and practice with it. Anderson cited in Hidayati says that this kind of audio-lingual method such as listen and repeat will be an efficient way to improve learners' pronunciation.¹² So, by setting up digital story to the classroom activities, the students will gain their pronunciation mastery precisely.

Some previous researches, in the spirit of millennial era, has investigated the use of technology in the classroom, especially in using digital story as one of the application on digital storytelling product for teaching pronunciation. Goklani, with subject of 50 female adults of EFL learners, examined on the effect

¹¹ Midge Frazel, *Digital Storytelling for Educator*, (Washington DC: International Society for Technology Education, 2010) p. 109

¹² Kuni Hikmah Hidayati, "Using Audio Lingual Method to Improve Students' Pronunciation Ability of Darul Madiyah Private School, *Journal of English Language, Literature and Teaching*, Vol. 1 No. 1. (May 2016) p. 30 (Available on: <http://jurnal.unmuhjember.ac.id/index.php/ELLITE/article/download/161/98>) (Accessed on: Sunday, September 30th 2018, 22:07)

of audio-story (listening skill) on Iranian EFL learners' pronunciation. The result of the research showed, that using audio-story of Mark Twain's story had a significant effect of the learners' pronunciation showed by the increase of the mean score on the post test, and the t-test observed (5.78 from critical value 1.72) after the given treatment.¹³ This one indicates that digital story is proved in developing the pronunciation ability. Another relevant research pried to the impact of audio stories (listening skill) on pronunciation of EFL learners. In this study which 40 students were responsible as research subject, the aftereffect of the study revealed that certain development has taken place. It is presented by the t-test observed with the score 5.95, which means that the audio story can help students improve their English pronunciation.¹⁴ To sum up, these findings have shown that the implementation of the digital story in the class is great deal of helping students' pronunciation mastery.

Referring to the previous research and questionnaire that researcher gave to the students, the researcher is curious to fill the incomplete task of the previous researches. As previous researches have investigated to the segmental aspects of pronunciation, the researcher plans to deal with both aspects of pronunciation: segmental and suprasegmental. In addition, as the mentioned researches investigated the pronunciation through a long audio of story, the researcher come

¹³ Solmaz Goklani, The Effect of Listening Audio Story on Iranian EFL Learners' Pronunciation, *Journal of Language Sciences & Linguistic*, No. 1 Vol. 1. 2013. p. 9-10 (Available on: <https://pdfs.semanticscholar.org/c86b/f324ded3960b6d4a76db579611737ee4cfaa.pdf>) (Accessed on Saturday, September 29th 2018, 7:02)

¹⁴ Saeedeh Motallebi and Behzad Pourgharib, The Impact of Audio Stories on Pronunciation of EFL Learners, *International Journal of Basic Science and Applied Research*, No. 7 Vol. 2 (2013). p. 710 (Available on: <https://pdfs.semanticscholar.org/c86b/f324ded3960b6d4a76db579611737ee4cfaa.pdf>) (Accessed on Saturday, September 29th 2018, 7:02)

up to the idea of giving a shorter duration of video as an effective strategy to develop students' pronunciation. Hence, the researcher decides to conduct a research entitled "The influence of using digital story towards students' pronunciation mastery at the second semester of tenth grade of SMAN 1 Sidomulyo South of Lampung in the academic year 2018/2019"

B. Identification of the Problem

Based on the background above, the identification of the problems is as they follow:

1. The students are lack in vocabulary.
2. The students' speaking performance score is still low.
3. The students' pronunciation ability is considered unsuccessful and causes misunderstanding in communication.
4. The media used by the teachers are not effective for teaching pronunciation and it affects their pronunciation mastery.

C. Limitation of the Problem

In this research, the researcher focused on the problem of how the influence of using digital story towards students' pronunciation mastery. Moreover, the researcher focused on the use of digital story from a YouTube Channel Pinkfong to specifically influencing both aspects in pronunciation: segmental & suprasegmental aspects of students' pronunciation mastery.

D. Formulation of The Problem

The researcher formulated the problem as it followed:

Is there a significant influence of using digital story towards students' pronunciation mastery at the second semester of tenth grade of SMAN 1 Sidomulyo South of Lampung in the academic year 2018/2019?

E. Objective of The Research

Related to the formulated problem above, the objective of the research:

To know a significant influence of using digital story toward students' pronunciation mastery at the second semester of tenth grade of SMAN 1 Sidomulyo South of Lampung in the academic year 2018/2019.

F. Use of The Research

1. Theoritically

It may support the theory that using digital story can be applied to teach pronunciation.

2. Practically

It may inform English teacher how to teach pronunciation by using digital story.

G. Scope of The Research

The researcher limited the study as it followed:

1. The subject of the research

Subjects of the research were the students of SMAN 1 Sidomulyo at the tenth grade.

2. The object of the research

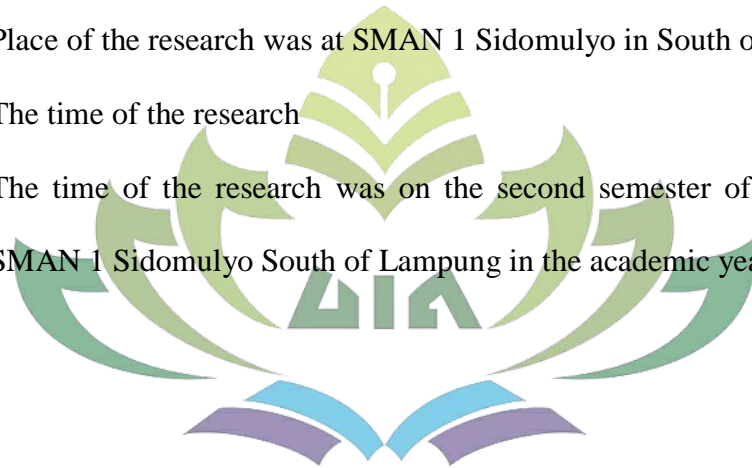
The object of the study was the influence of using digital story towards students' pronunciation mastery which focusing on the use of audio stories.

3. The place of the research

Place of the research was at SMAN 1 Sidomulyo in South of Lampung.

4. The time of the research

The time of the research was on the second semester of tenth grade of SMAN 1 Sidomulyo South of Lampung in the academic year 2018/2019.



CHAPTER II REVIEW OF RELATED LITERATURE

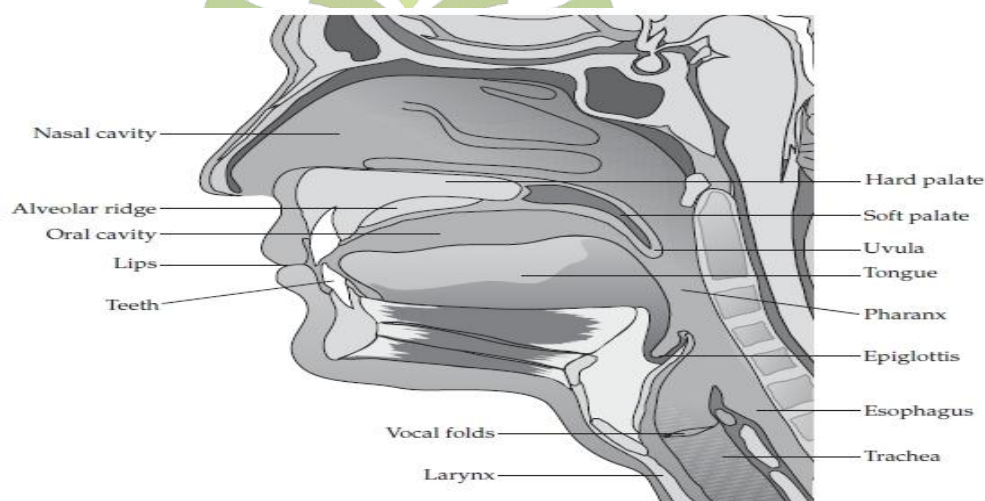
A. Concept of Pronunciation

Communication among speakers can be restricted unless the interlocutors pronounce the language clearly. In case, any force on the aspects of pronunciation such as inaccurate spelling, stress, or intonation may cause to misunderstanding and blurring. As a “sender” of information whether to convey something in general or to intend about personal information, using an intelligible communication is necessary to avoid judgments. Unclear spoken language of language user will cause a judgment of being uneducated, incompetent or lack of knowledge, even though the listener only responding to the pronunciation.¹ People who have a good pronunciation will ease themselves in communication by means of understanding the language and using the language. Even if someone has perfect grammar mastery but has an under-rated ability of pronouncing in proper way, he/she will have a limited access in communication. Thus, working in pronunciation area is highly essential for communication.

Generally, pronunciation is a matter of act or manner to produce the sound in utterance through proper ways. It consists of standardized sounds that are created by the air flows which passed through articulator—articulation organs.

¹ AMEP Pronunciation. “*What is pronunciation?*”.(AMEP Research Center: October 2002). p. 1 (Available on: http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf) (Accessed on Saturday, September 29th 2018, 7:04)

Each of created sounds have different melody or sound, since they are generated in particular places. Altering the characteristics of a stream of air produces speech. The airstream used in speech can originate at different locations, but the lungs are the usual initiators. The respiratory and digestive tracts generate speech as the brain directs them. For example, the tongue and air movements from the lungs are important in the production of speech sounds. In pronunciation, the articulators which take place in the production of sound are windpipe, larynx, vocal cord, nasal cavity, uvula, and it can be seen in Picture 1.² These articulators perform different sound in language which the sounds of language may be similar to another. However, they are not quite the same.



Picture 1. Articulators of Sound Production

Collins Online Dictionary defined pronunciation as the supposedly correct manner of pronouncing sounds in a given language. Implied in this definition is the understanding that pronunciation requires one to speak in an intelligible manner which is ensured by conveying and understanding the desired meaning

² Bruce M Rowe and Diane P Levine, *A Concise Introduction to Linguistic (4th ed)* (New York: Routledge, 2015). p. 30

rather than using “correct” grammar. In order to be intelligible, a person needs to understand what is heard and to be understood by using proper language tools to convey the message. Hence, the process to be intelligible is required the two important processes of pronunciation: to be able to recognize and produce both segmental (individual sounds) and suprasegmental (stress, intonation) features of the target language.

In English, pronunciation is theoretically branched into two aspects: segmental and suprasegmental. The attention to the particular sounds of a language is called as segments. Meanwhile, aspects of speech beyond the level of the individual sound, such as intonation, stress, rhythm are called as suprasegmental aspects. Munro and Wiebe stated that effective English pronunciation training should encompass both ‘segmental’ and ‘suprasegmental’ aspects: phonemes, stress and intonation.³ Both aspects of pronunciation are two obligatory requirements to access effective communication of language to result an excellent mastery of pronunciation.

The challenges of mastering two aspects of pronunciation show that both aspects are obviously related. Firstly, segmental features are the individual sound units such as vowels and consonants which also correspond to phonemes or allophones.⁴ Language learners may have difficulties learning these features due

³ M. J. Munro & M. T. Derwing, “The Functional Load Principle in ESL Pronunciation Instruction: An Exploratory Study”, *System: An International Journal of Educational Technology and Applied Linguistics*, Vol. 34 No. 4 (2006), p. 520-531. (Available on: https://www.academia.edu/29218486/The_functional_load_principle_in_ESL_pronunciation_instruction_An_exploratory_study) (Accessed on Saturday, September 29th 2018, 8:01)

⁴ M. Celce-Murcia, D. M. Brinton, & J. M. Goodwin, *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. (New York: Cambridge University Press, 1996) p. 35

to the difference between their native language and target language. In some cases, specific segmental features may be completely not exist in the mother tongue of the learners. In acquisition of these segmental features, it may be challenging for the learners. Unlike segmental features, which only deal with individual sounds, suprasegmental features of pronunciation encompasses rhythm, intonation, stress in a word or sentence. Suprasegmental features of pronunciation are responsible of the quality in communication to a great extent, so they should have a big considerable place in teaching pronunciation. However, they will gain shuttle pronunciation if both aspects are mastered precisely. Here are the descriptions of both aspects:

1. Segmental aspects

Segmental aspects deal with individual sounds or word. It encompasses individual sounds such as vowels, consonants, and diphthongs. Sound itself as Oxford Online Dictionary defined, is vibration that travels through the air or other medium and can be heard when they reach a person's or animal's ears.⁵ Furthermore, Avery argued that speech sound is made by air moving outward from the lungs through the mouth or nose.⁶ Sounds used in language are distinctive so that words can be distinguished from each other when heard, and so can be distinguished in written.⁷ Hence, sound is vibrations that go through the medium, or operationally move outwards from

⁵ English Oxford Living Dictionaries, “sound”, (On-line) available at: <https://en.oxforddictionaries.com/definition/sound>

⁶ Avery Peter and Erlich Susan, *Teaching American Pronunciation*, (New York: Oxford University Press, 1992) p.11

⁷ Geoffrey Broughton *et. al*, *Teaching English As A Foreign Language (2nd Ed)*, (Michigan: Routledge 1980), p.51

the lungs to the mouth and nose and can be heard from one's ear. There are three kinds of speech sounds as they follow:

a. Vowel

According to Roach, vowel is defined as sounds which have no obstruction when it pass or flow from the larynx to the lips. Simply, saying “ah” is the example of making vowel sounds. Similarly, Rowe argued that vowels are sounds that are produced with no closure or obstruction of the airstream. The differences between various vowel sounds depend on two things: employed cavity (oral, nasal, or pharyngeal) and formed shape in that resonance chamber. The shape of the oral cavity is primarily affected by the position of the lips and the placement of the tongue. For instance, the vowel sound in the word “to” is produced with the high point of the tongue in the back of the mouth, the oral cavity relatively closed, and the lips rounded. The vowel sound in “cat” is formed with the high point of the tongue toward the front of the mouth, the oral cavity relatively open, and the lips spread. In English, vowels are divided into two main branches as they follow:

1) Short vowels

Short vowels are vowel sounds that sounds relatively short.

They can be seen in the table 3:

Table 3
Short Vowels

Short vowels	Example of words	Lips' manner
ɪ	<i>bin, pin, fish</i>	slightly spread
ɛ	<i>bet, men, yes</i>	slightly spread
æ	<i>bat, man, gas</i>	slightly spread

ʌ	<i>but, some, rush</i>	Neutral
ʊ	<i>put, pull, push</i>	Rounded
ɒ	<i>pot, gone, cross</i>	slightly rounded

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.14-15).

There is one other short vowel, that is ə (schwa). This vowel is very familiar in English. The example of word is the first sound in the word “oppose”, or the sound that can be heard a lot when native English does non-rhotic in the word endings with or, iar. Example: Actor, Similiar, and etc.

2) Long vowels

Contrary to the previous one, long vowels are sounds that length longer relatively than short vowels. It is usually symbolized by the one vowel with length-mark double dot “:” as it shows on the table 4:

Table 4
Long Vowels

Long vowels	Example of words	Lips' manner
i:	<i>beat, peace, mean</i>	slightly spread
ɜ:	<i>fern, purse</i>	Neutral
ɑ:	<i>card, pass, half</i>	Neutral
u:	<i>food, good, loose</i>	moderately rounded
ɔ:	<i>broad, torn, horse</i>	strong lip-rounding

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.18-19).

It is noticable that the five long vowels are quite different from the six short vowels. It is not only in length but also in quality. If comparing one by one, the quality: position of tongue, shape of tongue, and lip position is different, and so does the length.

b. Consonant

Rowe defined consonant is a speech sound that is formed when the airstream is constricted or stopped (and then released) at some place along its path before it escapes from the body.⁸ In the same opinion, Kelly argued that consonant is produced by interrupting, restricting, or diverting the airflow in various ways.⁹ Technically, a part of the vocal tract impedes the pulses from the larynx and it is when a consonant voice is created—either voiced or voiceless. The air flows can be immediately hampered by the momentary closure of the glottis (the gap between the vocal folds) and followed by a sudden opening. In English pronunciation, consonant is separated in two basic ways: the place of articulation, the manner of articulation and voice or voiceless. They are elaborated as it follows:

1) Place of articulation

Speech sounds that are made by the movement of the speech organs are defined as articulation. In voicing sound, the places of the airflow obstruction determine the produced sound and it is referred as the place of articulation.¹⁰ The exact place of articulation for a specific sound will vary from each person and even from time to time for an individual. Furthermore, in acoustic terms, sounds that we fathom as being the same often are not the same. In the list of places of

⁸ M Bruce Rowe, *Ibid*, p.34

⁹ Gerald Kelly, *How to Teach Pronunciation*, (Essex: Pearson Education ESL), p.47

¹⁰ Adrian Underhill. *Sounds Foundation: Learning and Teaching Pronunciation*. (Oxford: Macmillan Education, 2005), p. 30

articulation, English consonants are demonstrated as examples. They are classified as in the table 5:

Table 5
Consonants

Place of articulation	Consonant symbol/ Phonetic	Example of words
Bilabial (produced by meeting the lips together)	[p], [b] , [m]	<i>pool, back, must</i>
Labiodental (formed by raising the lower lip until it comes near the upper front teeth)	[f], [v]	<i>fine, five, vim</i>
Dental (produced when tongue might go either between the top and bottom teeth or behind the top front teeth)	[θ] , [ð]	<i>think, then, them</i>
Alveolar (formed by raising the tip or blade of the tongue to the alveolar ridge, the bony ridge behind the upper teeth)	[t], [d], [n], [s], [z], [l], and [r].	<i>time, dime, nine, sigh, zeal, lie, and reef</i>
Velar (created when the back of the tongue articulates with the soft palate)	[k], [g], and [ŋ],	<i>hack, hag, and hang</i>
Labiovelar (created by rounding the lips while the back of the tongue is raised in the velar region)	[w]. [ɰ].	<i>which , witch</i>
Glottal (articulated by the glottis)	[ʔ] . [h]	<i>button, mountaim, hag, hill</i>
Palatal (formed when the blade of the tongue articulates with the back of the alveolar ridge or palate)	[ʃ][č], [ž], [j], and [y],	<i>Shed, cheap, pleasure, midget, you</i>

(Adapted from Bruce M Rowe & Diana P Levine, *A Concise Introduction to Linguistic*, 2013, p. 34-35)

2) Manner of articulation

Manner of articulation is referred to the nature of the physical obstruction to the airstream. Rather than “where” it shows “how” the characteristic of consonant sounds are initiated. However, the

obstruction happens in any places along the vocal tract—but many sounds are found at the same location. In English the manner of articulation can be seen in the table 6:

Table 6
Manner of Articulation

Manner of articulation	Production	Phonetics
Nasals	Produced in both the nasal and oral cavities (when the velum at the raising position and blocking the airstream's passage).	<i>mad</i> [m] (bilabial), <i>nose</i> [n] (alveolar), <i>sing</i> [ŋ] (velar).
Stops/plosive	Created by momentarily stopping off the airstream.	bilabial [p],[b] alveolar [t] [d] velar [k][g] glottal [ʔ].
Fricative	produced by an incomplete restriction (partially obstructed which causes turbulence) of the air flow. The result is a hissing sound similar to the first sound you hear coming from a whistling teapot	labiodental [f] [v], dental [θ][ð], alveolar [s][z], palatal [ʃ] and [ʒ].
Affricates	The affricate starts out as a stop but ends up as a fricative.	[tʃ]. [dʒ]
Glides	Produced as a making semi-vowels similar sound but the restriction of the airstream that is less than in other consonants,	[y], [w], and [ɰ]
Retroflex	curling the tip of the tongue up behind the alveolar ridge and by bringing the tongue forward and upward toward the alveolar ridge without touching the ridge.	[ɻ], [ɭ]

(Adapted from Bruce M Rowe & Diana P Levine, *A Concise Introduction to Linguistic*, 2013, p. 34-35)

c. Dipthong

Generally, dipthong is a combination of two vowels.¹¹ It is a double vowel sound that starts with one vowel sound and gradually moves into another vowel sound (or glide).¹² The same opinion said by Roach that dipthong is sound which consists of movement or glide from one vowel to another. From the definition above, it can be concluded that dipthong is double vowel which move or glide gradually from the first vowel to the second one. In English there are 8 diphtongs as they follow:

Table 7
Diphtong

Diphtong	ɪə	eə	ʊə	eɪ	aɪ	ɔɪ	əʊ	aʊ
Example	<i>fie</i> ce,	<i>air</i> ed,	<i>moor</i>	<i>paid</i> ,	<i>nice</i> ,	<i>void</i> ,	<i>go</i> ,	<i>gown</i> ,
of	<i>ian</i> ,	<i>cheir</i> n	<i>ed</i> ,	<i>maid</i>	<i>time</i>	<i>noisy</i>	<i>home</i>	<i>house</i>
Word			<i>tour</i>					

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.20-22).

2. Suprasegmental aspects

There are two general elements of suprasegmental aspects as they follow:

a. Stress

The word “stress”, which in Linguistics commonly symbolized with /'/, refers to the term that represent “the emphasis” within syllable(s) in a word or words in a sentence. Rowe used the detail term that stress is

¹¹ Gerald Kelly, *Op.Cit*, p. 34

¹² Bruce M Rowe, *Op.Cit*, p. 46

general term when speakers make emphatic or more prominent on word.¹³ Stress can be attained by increasing the relative loudness, raising the pitch, or increasing the length of any part of the word in an utterance. Within an utterance, stress can fall differently to the particular syllables. It can fall in the first, middle or end of the word respectively. Yet, this can be recognized into two levels of stress: word level and sentence level.

1) Word level

Syllable can seemingly be the smallest unit that contains stress. In some languages the stress is predictable in a word or even invariable. However in English, the stress is varied: can be at the first syllable or the second. For instance, the stress in word “produce” can be either in the first or second syllable which this case also correspond to the changing of the meaning of the word. If the stress goes through the first syllable of the word */ˈprɒdyʊs/*, the meaning will “something that is produced” as a noun. However, if the stress falls to the second syllable */prəˈdʊs/*, the meaning will be “to bring into existence” as a verb. Here are the examples of other stresses in the words and different meaning of it:

Table 8
Changes in Stress and Meaning

Example of changes in stress with accompanying changes in meaning		
Cónvict	Noun	Person found guilty
Convíct	Verb	To prove guilty
Cóntent	Noun	All that is contained withing something
Contént	adj.	Satisfied with one has
Dígest	Noun	A book; a periodical

¹³ *Ibid*, p. 52

Digést	Verb	To break down into component parts
Súspect	Noun	One who is suspected
Suspéct	Verb	To believe someone to be guilty
Récord	Noun	Anything that is preserved as evidence; a disk music imprinted into it
Recórd	Verb	To write down; to tape; or to otherwise preserve for future use
Ínvalid	adj.	Weak; not well; infirm
Inválid	adj.	Null or void
Rébel	Noun	A person who revolts
Rebél	Verb	To revolt

(Adapted from Bruce M Rowe & Diana P Levine, *A Concise Introduction to Linguistic*, 2013, p. 53)

In addition, Rowe in his book categorized the level of stress in the word into three possible levels: main stress, secondary stress, or unstressed. This characteristics is described as when the primary stress is signed by [ˈ] over the vowel, secondary stress (if any) is marked with an [ˌ] over the vowel.

2) Sentence level

Sentence stress associates to words in a sentence which are given more accents. In a sentence, words that are given stress are those which convey the detail meaning of an utterance. Practically, the stressed words are required regarding to the natural way of speaking and to the matter of meaning. In case, if all words in a sentence are accented (or unstressed at all), the sentence will be sounded unnatural and stilted. Here are the examples of stressed word in a sentence:

She LIVES in the DORMITORY on the RIGHT side of the road

HAVE you EVER BEEN to PARIS?

The first example shows the content of the utterance: LIVES, DORMITORY and RIGHT which deliver the main information of the utterance. Similarly, the second example consists of HAVE, EVER, BEEN and PARIS as the content words which are also responsible of characterizing the meaning of the sentence. Nonetheless, the rest of the words in a sentence which are not stressed are called as the function words, which hold the language to unite each other.

b. Intonation and Pitch

While verbally conveying message to others, people unintentionally tend to make a phenomenon of changing the tone of their voice. It is probably done in order to make their communication more expressive or meaningful. Theoretically, this process relates with two prosodic terms called as pitch and intonation. Odisho defines pitch as the continuous altering in the fundamental frequency, or simply is called as the melody of speech.¹⁴ Pitch is linked to the stress word and is essentially brought in speaking into two different ways that are high and low. In interpersonal communication, people usually speak in high pitch to show excitement, anger or terrifying, and so in a low pitch to express boredom, exhaustion or even unexciting. Ergo, this term takes place on carrying meaning in communication.

¹⁴ Edward Y Odisho, *Pronunciation Is in The Brain Not in The Mouth*, (New Jersey: Gorgias Press, 2014) p. 140

While speaking, the way that the voice can go up and down in its tone is known as Intonation.¹⁵ Intonation is often called as the melody of language since it refers to the pattern of pitch change that we use in speaking.¹⁶ The melody itself can be changed from flat to rise and end with falling intonation. In addition, intonation is also produced by the sequences of pitch in the voice. The sequence of changing in intonation may not be specific, and highly complex. However, there have been three approaches of intonation theory: grammatical approaches, discourse approaches, and an approach which focusing on intonation and attitude.¹⁷ Hence, intonation is described as the pattern change of tone in verbal communication or simply said as the melody of language. There are five major tones changing that can be identified:

- 1) Falling pattern: shows that the speaker has finished—or temporarily stop.
- 2) Rising intonation: generally indicates a question and continuation. Nonetheless, rising intonation can express a different meaning through its application. First, it may signal an excitement of opening the interaction, such as saying a rising intonation “yes” as a response of a question. Differently, saying “yes” with stiff falling intonation may be indicating as rudeness.

¹⁵Gerald Kelly, *Op.Cit*, p. 86

¹⁶ Peter Avery & Susan Ehlrich, *Op.Cit*, p. 76

¹⁷ Lado Robert & Fries C Charles, *English Pronunciation in Sound Segments, Intonation and Rhythm*, (New York: McGraw-Hill, Inc, 1986), p.1

- 3) Fall-rise tone: signals mixed feelings. For instance, the expression of “no, but..” as a response of question “are you busy?” may indicates different feelings in one time.
- 4) Rise-fall: usually larger change of pitch from rise to fall tone indicates strong feeling of surprise, approval or disapproval.
- 5) Level tone: in general, expresses boredom, routine, or triviality.¹⁸

B. Concept of Pronunciation Mastery

The essence of communication is a matter of transferring information from the “sender” to the “receiver”. Through this process, the ability to understand the manifestation of language should pay more attention. Nonetheless, it has been a challenging process to somehow understanding, applying, and mastering the language without knowing the system or knowledge of it, and so it can cause disorientation while communicating. One of the major problems faced by most language students is the ability to deliver their ideas verbally. This existence of problems relating on the speaking skills can probably be caused by the absent of suitable resources and the attitude of pushing the speaking practice away. However, it is important that students should be able to naturally use the language and practice it in various conditions.¹⁹ Yet, the students have a difficulty to speak English, because they have no such experience of learning how it is done so their speaking ability is not improved. In addition, students are less contaminated by the authentic learning, because the resources may not be provided or may not be

¹⁸ AMEP Pronunciation. *Op.Cit*, p.3

¹⁹ Geoffrey Broughton.*et.al*, *Op. Cit.*, p. 82

appropriate for the students. It is such a vital problem, as learning foreign language, to be neglected. Henceforth, practicing speaking skill is crucial, in every condition and with good strategy and effective resources so that mastering English as an active skill will be achieved.

Having the ability to utter in supposedly good relates to the manner of how language is spoken. It is undeniable factor that mastering pronunciation is highly important in speaking ability. Nevertheless, in reality, a vast difference of manners in pronunciation is naturally existed. There have been some factors that play role in it, such as social surroundings, locality, listening influence, and mother tongue—cultural influences. As well as the absence of effective and appropriate resources for the students are taken place as the major effects for mastering pronunciation. Nevertheless, mastering English pronunciation is a matter of that the students are not only capable of producing an exact pronunciation, but also how they finely understand when someone speaks in different pronunciation (at least not standard). Thus, the capability or state to understand and produce English pronunciation properly in every condition is sum up into terms called as “pronunciation mastery”.

To measure the pronunciation mastery, the researcher applied the derivation of scoring rubric of speaking skill. The assessment pronunciation scale is presented in the table 9:

Table 9
Pronunciation Scoring²⁰

Pronunciation	Scale	Description
	1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding and rarely disturb native speaker. Accent may obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speaker.

C. Concept of Teaching Pronunciation

The most fundamental reason for teaching pronunciation in the class comes from the consideration that students' errors in pronunciation may lead to misinterpretation or unsuccessful communication. For example, if student says "*I do not like his story*" in history class, it will probably result in misinterpretation for some reasons. It will be understood that the person does not like a particular person of male gender person's story or does not like the history class itself. This one has something to do with error in stressing the word in a sentence so that the meaning or function of utterance is incorrectly interpreted. Placing the appropriate stress and even to another aspect of pronouncing such as intonation can effect on misunderstanding. As Kelly argued that teaching pronunciation is an important basis regarding to students' error that may inhibit successful communication.²¹ Hence, to deal with error in pronunciation is a great deal for the teacher to teach in the class.

²⁰ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (NY: Pearson Education ESL, 2010). p. 173

²¹ Gerald Kelly, *Op, Cit*. p. 11

In reality, setting up pronunciation teaching-learning to the classroom is attracted little attention. Pronunciation is less famous to be taught comparing to grammar and vocabulary so students are required to learn it. According to Hariri, foreign language teachers should emphasize the pronunciation in the class, since sounds play an important role in communication.²² The matter of teaching pronunciation in the class is affirming intelligibility that students have, so ambiguous message between the speaker and listener will be diminished. Gilbert adds, there are two fundamental reason to teach pronunciation: students need to understand and they need to be understood.²³ If they cannot be understood and are not able to comprehend spoken English well, they are cut from the language. All these ideas result in the conclusion that sound recognition and the sound production are obligated in order to perform good communication, and so someone has to deal on both aspects: segmental and suprasegmental aspects.

As a non-English spoken country, teaching pronunciation in Indonesia mostly emphasizes on the segmental aspects (individual sounds or words) rather than suprasegmental (intonation and stress). The reason behind this truth is because the target language has some different features of pronunciation with the mother tongue so strengthening the smaller areas such as individual sound and word will be the good strategy. However the environment suggests to bigger issues, to be communicative students, they must master either to segmental or to

²² M. Hariri. "A review of literature: a gender-based study of pronunciation accuracy". *Research Journal of Applied Sciences, Engineering and Technology*, Vol.4 , (2012), p. 461 (Available on: <http://maxwellsci.com/print/rjaset/v4-4861-4864.pdf>) (Accessed on Saturday, September 29th 2018, 7:22)

²³ J Gilbert, *Op.Cit*, p.8

suprasegmental. In the classroom, when suprasegmental aspect is not taught, pronunciation teaching, however, is also neglected. Kelly argued that teaching pronunciation has two keys: it tends to be neglected and it is not neglected.²⁴ While the students are led to be pronouncing-word-machine, they get stiff to communicate in utterance, and the utterance might seem to be choppy and unnatural. Unsuccessful achievement of suprasegmental aspect, such as stress and intonation, can cause a bigger problem because it tells more than just a single series of words, but conveying the meaning. Students however are aimed to be language user—not just master to pronounce words by words correctly. In fact, the practice does not carry out well. So, it is obvious that in order to mingle in communication, students are obligated to mastery firstly in segmental and the next is suprasegemental and the teacher should give the effective and best approach for students to acquire those aspects.

Afterwards, the other crucial thing in accordance to the feature of pronunciation should be the focus of instruction. There are two common terms related to approach of teaching pronunciation: bottom-up and top-down. According to Odisho, a bottom up refers to the term of teaching pronunciation from the smaller into the larger unit (segmental to suprasegmental aspects), while in contrast, top-down implies the reversal of the order.²⁵ Bottom-up is well-known as a traditional approach in teaching pronunciation which confirms to the understanding of consonants and vowels. Yet, teaching through bottom-up process often result in lacking of contextualization in larger area such as speech.

²⁴ *Ibid.* p. 11

²⁵ Edward Y Odisho, *Op,Cit.* p. 84

Teaching pronunciation should agree on two sides of directions in order to complete the cycle of communication. In the top-down process, teaching pronunciation requires critical thinking and analyzing, and deducing to the pronunciation rules learnt in the segmental aspects so the students will be more natural while uttering. Hence, in teaching pronunciation, segmental and suprasegmental aspects are both used, even that suprasegmental is more contributive and comprehensive for students to meet the goal of their learning pronunciation that is “intelligibility”.

At the end, having a native-like pronunciation is not the goal of learning pronunciation. According to Linda, there are more realistic goals of learning pronunciation: intelligibility, comprehensibility, accent, and voice quality.²⁶ Intelligibility itself is the degree in which the students can recognize words, phrases, and utterances. Comprehensibility, or claimed also as “comfortable intelligibility” refers to the ease in which students can understand a non-native speaker. Another term, accent describes the distinctive feature that differs native and non-native speaker. The last goal of pronunciation is having a good voice quality. It refers to the feature of pronunciation in speech (level of pitch). Newton adds also that the importance of learning pronunciation is to have phonological loops. This term, means that the brain is habitually saying the word to it and become a long-term memory. In conclusion, learning pronunciation is not a matter of getting native-like pronunciation, but to be intelligible, comprehensible and verbally good-accented.

²⁶ Linda Lane. *Tips for Teaching Pronunciation: A Practical Approach*. (White Plains, NY: Pearson Education ESL, 2010). p. 2

To achieve all explained goals of pronunciation, techniques and activities should be implemented to class. Kelly argues that there are some techniques and activities that can be employed. They are explained below:²⁷

1. Drilling

The most used technique in pronunciation classroom is drilling. Drilling refers to the characteristic of learning where the teacher saying a word/sentence and then students repeat after it. Drilling technique aims to have students develop better pronunciation and remember new items. Drilling also encompasses the style of learning in which students are brought to their previously studied word, phrase, or sentence. When using this technique the teachers also corresponds through mime, pictures, or prompts in order to get the students learning well. In teaching stress and intonation, drilling is used in more complex ways. In conclusion, drilling is fundamental and crucial in teaching pronunciation regarding that students will gain more vocabulary and it is important to get them to know how to say it.

2. Minimal Pairs

Minimal pairs are defined as words or utterances which differ only in one phoneme. Cut /kʌt/ and Cat /kæt/ are the examples of minimal pairs. They are only different only in one phoneme. Teachers can use this technique to ease difficult word pronunciation by comparing to the easy one. This comparing can be within the target language, or in the target language and students' mother tongue. However, the comparing also faces an issue relating

²⁷ Gerald Kelly, *Op.Cit*, p.15-22

that the variation of the words used somehow not meaningful and are unknown by students. So if the students want to apply minimal pairs in the classroom, they should consider using meaningful and known words. Yet, setting up minimal pairs can be a good activity for students to learn pronunciation but teachers should be wise to manage the word used in the classroom, so students are not found themselves in difficulty to learn pronunciation.

3. Listening Activities

To learn language, teachers often use printed book, broadcast or taped materials. However, such activities are inappropriate to get students understand, and use the language in the classroom. Therefore, listening comprehensions in the course book are also designed to sound as realistic as possible. Listening activities can help students noticing the feature of pronunciation and they can have the meaning and the pronunciation of particular aspects. Nevertheless, structural problems may happen in the larger are of utterances. Students are required to listen carefully to particular sounds they do not lose the meaning. In a summary, listening activities is one of the good ways to learn pronunciation.

4. Reading Activities

Although the medium is in the written form, reading activities can help students learn pronunciation. Like listening, reading is receptive skill (students receive the language rather than produce) and it distributes the

feature of the language to students' attention. Furthermore, any kinds of text can be selected to perform in the classroom and so does activities. Reading aloud is one of the common methods in pronunciation class where the students read the text loudly. However, it is not merely loudly read, but it offers opportunity for students to practice spelling, stress, and intonation. To use this method, the teachers should be as clearly as possible to pronounce the word so students gain correct pronunciation. Hence, reading activities can assist students to improve pronunciation through written language.

D. Concept of Media

1. Definition of Media

Generally, media (the plural form of *medium*) is a term referring to an intervening substance of one object to another object. This term is used broadly to define something which connects or distributes between a resource and a receiver. Chan defined media as a system of communication, information or entertainment.²⁸ In educational area, media is frequently utilized to help the students gain insightful knowledge by facilitating the ease of absorbing the abstract materials. Chalkboard and textbook are the well-known samples of media used in classroom. CD, animation, text graphic, video and audio are also the representatives as well when it talks about multimedia technology. Simply, they bridge students to get to the target of learning and ease them with various ways. Henceforth, media is any

²⁸ Meng Chan, Wai, Et Al. *Media in Foreign Language Teaching and Learning*. (Germany: De Gruyter Mouton, 2011) p. 2

components used to distribute, connect or bridge students to gain knowledge that students need.

In learning language, media helps students to master the language. There has been a mass of research correlating to the use and implementation of media in the language class. Media acts as a mediator for the language learner to the world of target language. In terms of learning language, skills that need to be acquired can be practiced and polished by setting up media in the process of learning. Such activities of watching movies, listening to the multimedia mass, reading printed books, writing an online caption on social media are few examples of bringing media to the modern language class. In addition, instructions and strategies are also considered as supplementary elements in accordance of the role of media in the class. Good media and effective strategy will be a perfect combination for achieving a qualified learning. Media provides graphic, sounds, and any sorts of sensory stimulation which can increase students' motivation, interest and curiosity in learning. To implement, strategy is also required in order to get the media useful. However, the teacher itself is the most important media in gaining successful learning. Students are needed guideline as the teacher gives an instruction by applying the media and strategy. In conclusion using media in the language class is one of the best ways to practice and even master the target language, accompanied by effective strategy and the teacher itself.

Based on the preceding explanations, the conclusion can be drawn that media is any kind of elements that connect or link a source to the receiver

(which here means the students and the materials). Media also can be used as practical elements to master language. However, in its application to classroom area, media should be accompanied by effective strategy in order to get the successful learning.

2. Types of Media

There are six basic types of media. They are as follow:

a. Text

Text is commonly used in teaching and learning. It consists of alphanumeric characters which may be displayed in any form such as books, posters, newspaper, magazine, and other kinds of printed or digital texts.

b. Audio

Audio is another type of media that is most often used in teaching and learning. It consist of direct sound or recorded voice that is audible such as audiobooks, songs, teacher's voice, noises and so on.

c. Visual

Visual media deals through seeing. It consist of media such as drawing picture, still pictures, cartoons, comics etc.

d. Motion

Motion is one of the types of media that provides a moving medium. Motion media covers the example such as video, animation, films and so on.

e. Manipulative

Manipulative media is a term that refers to real objects and models. It proposes three-dimension and is touchable by sense.

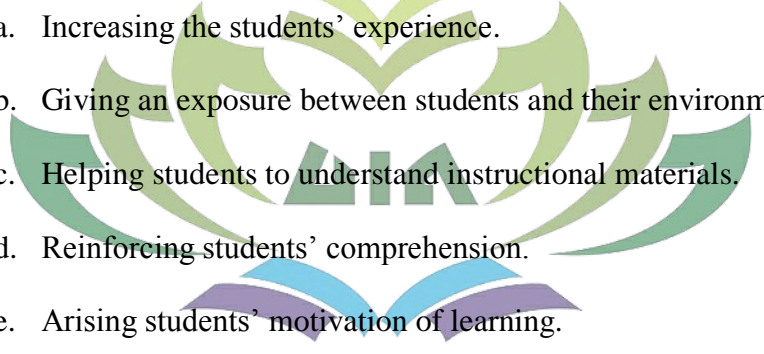
f. People

The final type of media is people. People here mean everybody that related to teaching and learning process: teachers, students, or anyone.²⁹

3. Advantages of Using Media

There are some advantages of applying media in the classroom activities.

Here is the list:

- 
- a. Increasing the students' experience.
 - b. Giving an exposure between students and their environments.
 - c. Helping students to understand instructional materials.
 - d. Reinforcing students' comprehension.
 - e. Arising students' motivation of learning.
 - f. Creating systematic teaching and learning³⁰

E. Concept of Audio-Visual Media

In general, audio-visual is combination of recorded audio which can be heard and visual presentation that we can see. Audio-visual media with the ever-expanding developments has not only used for limited purposes such as

²⁹ Yuliana. "The Influence of Using Audio Visual Media Towards Students' Listening Comprehension at the Eleventh Grade of MAN Central Lampung in the Academic Year 2014/2015". (Thesis of English Education Study Program of UIN Raden Intan Lampung, Lampung, 2015) p. 22-23

³⁰ Nuhung Ruis Et Al, *Instructional Media*, (Jakarta: Center For Development and Empowerment of Teachers and Education Personnel, 2009) p. 17

entertaining the audience. Some of the audio-visual in fact can be utilized as pedagogically valuable authentic sources of language input for learning language.³¹ Practically, using audio-visual media is one of best method in language teaching. It can be applied to teach all skills and aspects in English. Specifically to listening activity, implementing audio-visual media can be a good and an efficient way in which students are not only stimulated by their hearing but also from their vision. The learning process however should be accompanied by organized materials and good instruction in order the application of media results a good outcome.

In language class, using audio-visual media suggests good teaching process that gives a positive impact to the teachers, as well as the students. In the classroom, audio-visual media can help teacher to deliver the material verbally and visually and gets students to pay more attention to the language. Presenting both verbal and non-verbal into a unity can result to better understanding of the students and they can absorb the information quickly.³² In one case students have to listen and pay attention to catch any information that they hear from the recording but also they can hear various sounds in different expression so they are aware on how sounds are expressed. This activity is an effective way to build students' recognition of speech sounds. Audio-visual media provides engaging learning by stimulating students' visualization and hearing that can attract

³¹ Taher Bahrani and Tam Shu Sim. "Audio Visual News, Cartoons, and Films as Sources of Authentic Language Input and Language Proficiency Enhancement". *The Turkish Online Journal of Educational Technology*. Vol. 11 Issue 4 (October 2012) p. 63 (Available on: <http://www.tojet.net/articles/v11i4/1145.pdf>) (Accessed on Monday, February 4th 2019, 21:10)

³² Abdullah Al Mamun. *Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level* (Dhaka: BRAC University, 2014) p. 13

students to understand material or concept easier. Thus, applying it to teach pronunciation is a good way that students can have.

Listening activity through audio-visual media is believed to help students' develop their ability in language. Listening itself is the core component of other skills: speaking, reading, and writing. Brown announced that "how could you speak a language without also listening".³³ It means that listening plays an important role in learning language and communication. Since sounds recognition is crucial in communication, applying audio-visual media which has both sound and animation can be a powerful way to learn language. This animation video offers teaching and learning process which is communicative and so students can use language actively. One of animation video that can be used in language learning is digital story. It distributes fascinating stories through pleasing animation and enjoying audio that can be helpful for students to learn language.

F. Concept of Digital Story

Digital story consists of two words: "digital" and "story". The word "digital" means anything associated with information age, and "story" itself, refers to a tale or fictitious narrative. Ohler argues that digital story is coherent narrative that is originated from a combination of various advanced media.³⁴ Alexander in addition defines digital story as narratives that are resulted and created whether by professional or amateur from every digital devices and cyber

³³ H Douglas Brown, *Op. Cit.* p. 119

³⁴ Jason Ohler, *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning and Creativity* (2nd Edition) (California: Corwin, 2013) p. 22

technology.³⁵ Frazel furthermore adds in accordance to the descriptions of digital story that it has number of forms: images, audio or video or combined form. It usually launches in short-length duration and blends a variety of presentation in some sort of narrative overlay, music background and motion picture into written or narrated stories.³⁶ In a summary, digital story is a multimedia consisting of narrative story which established from fusing various advanced technology that presented in forms of audio, video, images or combination from all of those forms. Digital story generally adheres to well-known term: digital storytelling as a product of its creation. Further explanations regarding to both terms are described in the discussion in chapter 4 (page 87).

Digital story encompasses a various kind of story. It also covers larger topics than classic story and employs various technologies. It supplies style of telling narrative by performing engaging atmosphere such as musical background, fascinating motion picture, and interesting story plot. Alexander stated further on examples of digital story, so it is more easily conceivable:³⁷

1. A very short story about growing food made by archival photographs.
2. A video clip about a mother-daughter relationship over the time.
3. An account of alien invasion performed through multiple Twitter accounts.
4. Novels read or written on mobile phones.
5. A holocaust victim's life retold on Facebook.

³⁵ Bryan Alexander, *The New Digital Storytelling: Creating Narratives with New Media*, (Oxford: Praeger, 2011) p. 3

³⁶ Midge Frazel, *Digital Storytelling for Educators*, (Washington DC: International Society for Technology in Education, 2010) p.9

³⁷ *Ibid.*

Digital story represents other media as an integrated media which can be performed into many plays and forms. In its application, digital story is brought in commonly short-term duration, especially for video and audio. This characteristic instead leads to a beneficial advantage that digital story is repeatable media (can be played over and over again).

In educational area, digital story is merged to help the learning process achieving academic goal. It is utilized in the classroom to help students understand the material easier. Some of researches have been conducted to investigate the effect of implementing digital story towards students' performance in studying. Smeda on his research investigated the effectiveness of digital storytelling for ESL students, and the result showed that it was efficacious for students' to be used showed by the increase of mean score for the post-test.³⁸ Another research by Cigerci & Gultekin also investigated on the use of digital stories, and the result showed that using it had a significant effect showed by the increase of pre-test and post-test result of experimental class.³⁹ These two examples, as references, have shown that the application of digital story to the classroom especially for language learning is very advantageous.

³⁸ Najat Smeda, et.al, "The Effectiveness of Digital Storytelling in the Classroom: A case study". (Delivered on International Conference on Advanced Learning Technologies, Victoria University, 2013) p.491-492 (Available on: https://www.researchgate.net/publication/261268458_The_Effectiveness_of_Digital_Storytelling_in_the_Classrooms_A_Case_Study) (Accessed on Saturday January 12th 2019, 10:59)

³⁹ Fatih Cigerci & Mehmet Gultekin, "The Use of Digital Stories to Develop Listening Comprehension", *Journal of Issues in Educational Research*, Vol. 2 No.27 (2017) p. 252-268 (Available on <http://www.iier.org.au/iier27/cigerci.pdf>) (Accessed on Saturday, September 29th 2018, 7:06)

In teaching English, digital story has contributed for the sake of students' improvement in learning—as how a wide expansion of research in the field. As media, it is employed to assist students learning, practicing, and improving their skill in English. Peculiarly to listening skill, some findings have found out that applying digital story is a good way to engage students and help them to learn language. Research held by Goklani investigated the effect of applying audio story towards intermediate ESL learners who learnt English. The result showed that after the given treatment t-observed counted as 5.78 from critical value 1.72.⁴⁰ It means that there was an improvement after the given treatment. Another finding with the same title showed also that audio story has an impact when it is applied to the classroom, especially in teaching pronunciation.⁴¹ In conclusion, digital story is obvious to be helpful for students to learn English. Furthermore, with numbers of genres and various stories, digital story can provide students a subtle way of studying English and attract them to get an authentic material.

From the presented explanations above, the researcher used one of the most applicable kind of digital story for teaching: audio-visual story. The specific one was an animation video story with English subtitle. The researcher managed to take the videos from one of renowned and educative Youtube channel “Pinkfong” that is known internationally for providing Kids Stories with short-

⁴⁰ Solmaz Goklani, “The Effect of Listening Audio Story on Iranian EFL English Pronunciation”, *Journal of Language Sciences and Linguistic*, Vol. 1 No. 1 (2013) p. 7-11 (Available Online at <http://www.jlsljournal.com>) (Accessed on Saturday, September 29th 2018, 7:02)

⁴¹ Saeedah Motallebi & Behzad Pourgharib, “The Impact of Audio Stories (listening skill) on Pronunciation of EFL learners”, *International Journal of Basic Sciences and Applied Linguistics*. Vol. 2 No.7 (2013) pp. 707-712 (Available online at <http://www.isicenter.org>) (Accessed on Saturday, September 29th 2018, 7:02)

length duration about 2-5 minutes. The researcher technically chose three videos to be implemented for helping students learning and practicing pronunciation in the classroom. The videos nevertheless were analyzed for its content whether they fit the requirement in its pronunciation aspects: phonemes, stress and intonation. As a focus media in this research, it was played to help students learn pronunciation and help them absorb the material on syllabus about the narrative text easier.

G. Advantages and Disadvantages of Using Digital Story

Like two sides of coin, digital story has two sides: Good side (advantages) and Bad side (disadvantages). They are as follow:

1. Advantages of Using Digital Story

Digital story, in pronunciation, proposes teaching-learning process by providing students to hear a particular story and stimulates student to focus of how each sounds are spoken by the native speaker. There are some advantages for students in process of teaching pronunciation:⁴²

- a. Improving students' recognition of words in language.

Students who engage in the learning and listen to the sound carefully may have their recognition of sounds in English ability improved. From listening to the audio, students have their time to correct themselves as a process of learning.

⁴² *Ibid*

- b. Enhancing students' self-motivation to learn pronunciation.

Listening to stories is an enjoyable activity and motivating. Here, students relax to study as fun by music, picture and sound, so they are more motivated to learn.

- c. Promoting relaxing atmosphere of teaching by fascinating stories.

Digital story offers complete package that students need to learn language. Fascinating stories with a wide topic can probably be used to get the learning process successful.

- d. Supplying native speaker voices.

Digital story provides authentic learning in which the target language voices are delivered. To learn pronunciation, it is a great deal, so students are able to get used listening native voices. So, they gradually know how to speak the language with the preferred listening they heard.

- e. Establishing the students' fluency on listening particular sounds.

As this capability of repeatable characteristic, students can hear digital story many times. This style of learning can gain students' fluency on listening particular sound.

- f. Notching students' native-like speaking.

As students hearing the native voices, they can establish their native-like speaking through their preferred listening. Simply, what students usually listen effects on how they speak.

- g. Providing enjoyable learning.

Besides its effectiveness and accuracy to the aim of learning language, it also gives students enjoyable atmosphere from the fascinating story, activities and other elements in it.

Additionally, Frazel on her book *Digital Storytelling for Educators* also explains that digital story can save the time for teacher for explaining, and emerging it can foster students' learning, creativity, and enthusiasm. In a list she adds also the advantages of setting up digital story:

- a. Able to create atmosphere of excitement and fun.
- b. Able to foster appropriate use of technology within curriculum.
- c. Able to provide active process not passive.⁴³

Simultaneously, the use of story in teaching also gives some advantages for students. Rocha affirms on his research to the benefits of short-story included as:

- a. Reinforcing the skills

As the story provides a wide variety of topics, it can greatly enhance the students' proficiency—if they are selected appropriately and applied through good instruction.

⁴³ Midge Frazel, *Op. Cit.* p. 10-11

b. Motivating students

Engaging students' with fascinating plot, story can highly motivate students to pay attention on the learning process. It merges students feeling and thought so they do not feel bored and feel motivated.

c. Introducing literary elements

Elements in story such as character, setting, plot and more complex one such as climax, resolution, and complication can introduce students to literary elements. Students can also learn a variety of vocabulary so they gain literary elements of the language.

d. Teaching culture

Story transmits cultures which tell about past and present customs of the background of the people or tribes.

e. Teaching higher-order thinking

Story attracts students to think critically in a way of provided problems and complex plot. Students gain their process of thinking into understanding, complaining, judging how the story goes.⁴⁴

Based on the explanation above, digital story has proven by having numerous of advantages. Beside its goal to help students understanding the material, it also gives students a chance to be a creative, critical, motivational, higher order thinking, and etc. Since sounds and vision play a very important role in in learning, it is good to be implemented in the process of learning

⁴⁴ Odelia Rocha, "Benefits of Using Short Stories in the EFL Context", *Asian EFL journals*, (January 2015) p. 3-9 (Available on: http://www.asian-efl-journal.com/pta_nov_ore.pdf) (Accessed on Tuesday January 22nd 2019, 12:33)

language. These show that applying digital story to the class is one of subtle ways for students to learn pronunciation.

2. Disadvantages of Using Digital Story

No rose without thorn and so does digital story. As a new media of narrative, it offers some advantages for both students and teachers in the area. And even though it has been clearly stated by numbers of researchers that digital story is advantageous for education purposes, yet digital story has some disadvantages still. The following statements explained below are the disadvantages of digital story:⁴⁵

- a. Although it is new and is believed beneficial, there have no many workshops about digital storytelling and the implementation of digital story, so the teacher may find it difficult to somehow apply and create digital story for the students.
- b. The limitation of information for teachers in applying digital storytelling causes the teacher in difficulty to assess digital storytelling assignment.

To solve those problems, teachers need to encourage themselves to solve or reduce the problems in applying digital story. To use digital story, limitation of appropriate resources to what is designed is taken place. The teacher should provide and prepare the digital story in accordance on the

⁴⁵ Tidbits in Tech. “*Integration in Education/Digital Storytelling in the Classroom*” (on-line), Available at: https://en.wikibooks.org/w/index.php?%20title=Tidbits_in_Tech:_Integration_in_Education/Digital_Storytelling_in_the_Classroom&oldid=2961353 (March, 10th 2019)

application to the classroom. In addition, when all resources and facility are capable of being used, teachers also should manage the time and students, so the class does not go out of the management. Furthermore, digital story that would be applied should also be considerable in its appropriateness of students' level in English. The complex story instead would give students pressure in learning. However, teachers should fully consider using digital story so the learning process will achieve its goal.

H. Procedure of Teaching Pronunciation Using Digital Story

Adapting to the previous research held by the Motallebi entitled “The Impact of Audio-Stories (Listening Skill) on Pronunciation of EFL Learners”, the procedures of using digital story are as they follow:⁴⁶

1. All participants listen to the given story.
2. The teacher points to the selected piece of words/paragraphs by writing them on the board.
3. The participants are asked to pronounce the chosen words/paragraph.
4. The teacher plays for the second times (or more if necessary) to reinforce what students have heard and gave its transcription.
5. The teacher asks the students to pronounce words by words or sentences by sentences repeatedly based on the teacher's guideline.
6. The students practice to pronounce properly based on the second repetition and instruction.

⁴⁶ Saeedah Motallebi, & Behzad Pourgharib, “The Impact of Audio Stories (listening skill) on Pronunciation of EFL Learners”, *International Journal of Basic Sciences and Applied Linguistics*, Vol. 2 No.7 (2013) p. 709

7. Teacher assesses the students in pronouncing the chosen words/paragraph.

I. Concept of Textbook

Textbook or course book is term which refers to printed media that is used mostly as guideline in classroom. Salamah argues that textbooks are a set of instructional materials used systematically by teachers and students in the classroom as a main resource in teaching and learning activities. It contains some parts of materials, such as grammar, vocabulary, reading texts, and exercises. It also consists of pictures or other illustrations.⁴⁷ Ur adds that textbook means a lesson book teachers and students have, and it is followed systematically as the basis of language course.⁴⁸ To sum up, textbook is instructional materials of specific subject/study used in classroom by the teacher or administrator which functioned as the guidance in the teaching-learning process

In teaching pronunciation, there are so many techniques, activities, or tools to be utilized in order to achieve successful pronunciation mastery. However, the teachers should consider on choosing the appropriate and suitable approach for the students. Criteria and standards should be set up to result effective learning. Textbook or course book is one of media that can be used in teaching pronunciation. It consist a series of materials, instructions and practices that can help students understand and practice their language. To learn pronunciation, textbook usually provides texts with various topics and gives some instruction to

⁴⁷ Ummu Salamah, "Gender Representation in the English Textbook", *Unpublished Thesis*. (Jakarta: Syarif Hidayatullah State Islamic University, 2014) p. 6

⁴⁸ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996) p. 183

read aloud the texts. Practicing students' pronunciation through reading aloud the text is proven to have some advantages. Kelly argues that the advantages of reading aloud the text can give students opportunity to study spellings, stress, intonation, linking sounds, and connected speech.⁴⁹ Hence, textbook as media can be used to teach pronunciation through administering strategies such as reading aloud the texts.

In implementing textbook to teach pronunciation, the teacher should clearly considered about the appropriateness of the textbook being used. Because not all textbook is appropriate for the students. Textbook should pass some criteria to be considered as good textbook. According to Greene and Petty in Tarigan explain the criteria of good textbook:

1. The textbook must be interested and attractive toward the learners. So, they will be interested in using textbook for study.
2. The textbook must be able to motivate the learners to use.
3. The content of textbook must be illustrative. So, attractive for the learners.
4. The textbook should consider the linguistic aspect. So, it will be suitable with the learner's ability.
5. The content of textbook must be related to the other branch of science.
6. The textbook must stimulate the personal activity of the learners.
7. The content of textbook must be clear in written to avoid the learners will be confused in using textbook

⁴⁹ Gerald Kelly. *Op. Cit.* p. 22

8. The book must have clear point of view because it will be a point of view for the learners in using textbooks.
9. Textbooks must be able provide the balance and emphasize the values to the learners.
10. Textbooks must be able to respect the differences individual of each learner.⁵⁰

The teacher should consider taking a good textbook to be used for students. The following criteria should be considered in order to achieve successful learning. Especially in language class where students learn to use language as communication, teacher should complement their textbook with additional material which beneficial for students.⁵¹

J. Advantages and Disadvantages of Using Textbook

1. Advantages of Using Textbook

There are some advantages of using textbook:

- a. They provide a clear framework which the teacher and the students know where they are going and what is coming next.
- b. Mostly, they serve as a syllabus which includes a carefully planned and balanced selection of language content if it is followed systematically.
- c. They provide readymade texts and tasks with possible appropriate level for most of the class, which save time for the teacher.

⁵⁰ H. G Tarigan & D Tarigan, *Telaah Buku Text Bahasa Indonesia*, (Bandung: Angkasa, 1986) p. 20-21

⁵¹ Solmaz Goklani, *Op. Cit*, p. 10

- d. They are the cheapest way of providing learning material for each student.
- e. They are convenient packages whose components are bound in order.
- f. They are useful guides especially for inexperienced teachers who are occasionally unsure of their language knowledge.
- g. They provide autonomy that the students can use them to learn new material, review and monitor progress in order to be less teacher-dependent.⁵²

It can be concluded that textbook has numerous of advantages to be used. However, teacher should utilize additional strategy in the teaching process regarding that textbook has some advantages on its application or its content.

2. Disadvantages of Using Textbook

According to Basturkem, there are some advantages of textbook. They are as follow:⁵³

- a. The content or examples may be irrelevant or inappropriate for students and they may not reflect the students' needs since textbooks are often written for global markets and often do not reflect the interests and needs of students.

⁵² Penny Ur, *Op. Cit.* p. 184

⁵³ H. Basturkmen, *Developing Courses in English for Specific Purposes*, (New York: Paglave Macmillan, 2010) p. 149

- b. They may contain inauthentic language since texts, dialogues, and other aspects of content tend to be specifically written to incorporate teaching points and are often not representative of real language use.

Despite its advantages, the disadvantages of textbook cannot be pushed aside. The teacher should cover the weaknesses of applying textbook by using another media, or strategy in order to get students successful in learning. Digital audio story as media is the most suitable for overcoming the issues. It can distribute real language learning especially in learning pronunciation. Henceforth, digital story became the focus area to fulfill the disability of media used by teachers.

K. Procedure of Teaching Pronunciation Using Textbook

There are some steps in which textbook is being used in the classroom:

1. The teacher gives students some vocabulary from the text in the textbook before starting the material.
2. The teacher reads the vocabularies and asks students to repeat.
3. The teacher begins the material by reading the given text.
4. The students repeat on what they have heard from the teacher.
5. The teacher reads the text for the second time line by line and students have to repeat after it.
6. The teacher assesses the students' performance.

L. Frame of Thinking

English is the most spoken language in the world and has become foreign language to be taught in Indonesia. As one of the subject examining in national test or other professional areas, English is demanded to be learnt. Since people recognize the importance of mastering English, the teacher should supposedly stimulate the students to master it by providing suitable method or good resources. Some methods have been offered such as applying media to classes. Textbook as the guideline in the class is one of devoted media. It suggests materials, instruction and exercises that can help students practice their English. In teaching and learning pronunciation, it can give students an opportunity to read various texts and provided instruction so they can learn pronunciation. Since sound plays an important role in communication, it is crucial to express each word in proper manners in order to pursue better communication.

Textbook which is in the form of written language cannot fulfill the standard to learn spoken language. Afterward, teacher should provide a relevant media for students to puposively solve this problem and at last students are able to master pronunciation. Digital story is appropriate media to be used as the answer of the issues happened. By combining the advanced of technology, relaxing atmosphere of learning, providing authentic resource, this media can effectively help students to have a better pronunciation. It provides sounds (native voices and additional audio features; music) which are showed in the form of fascinating stories in various topics and numerous delivering of sounds expression. Hence the

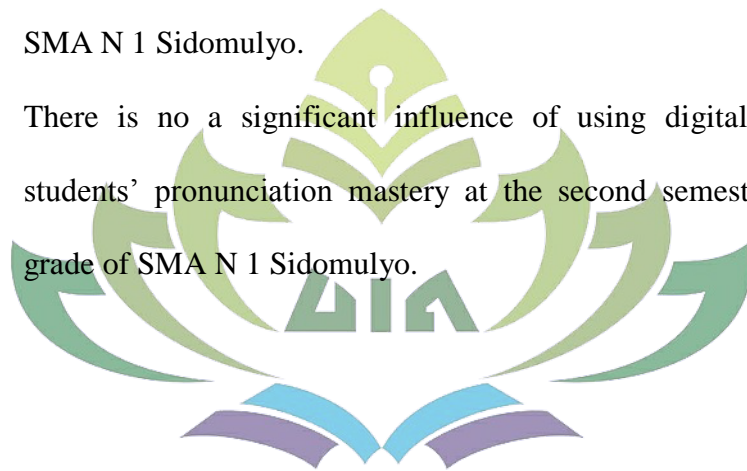
students will have an excellent pronunciation and have a better skill of communication.

M. Hypothesis

Based on the frame of thinking, the researcher formulated the hypotheses as follow:

H_a: There is a significant influence of using digital story towards students' pronunciation mastery at the second semester of the tenth grade of SMA N 1 Sidomulyo.

H_o: There is no a significant influence of using digital story towards students' pronunciation mastery at the second semester of the tenth grade of SMA N 1 Sidomulyo.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting the research, the researcher applied quantitative research, especially experimental research design. Experimental research design seeks to determine if a specific treatment has an influence to an outcome.¹ Donald additionally states that an experimental design is the general plan for carrying out a study with an active independent variable.² Interest of the experimenter in the effect of environmental change, can be called as treatments and demanded designs using standardized procedures to hold all conditions constant except the independent (experimental) variable.³ This design is used to establish possible cause and effect between independent and dependent variables. Typically, the researcher used quasi experimental design. Creswell states that Quasi Experimental includes assignment, but not random assignment of participant group. The variety of quasi experimental design can be divided into two main categories, they are post-test only design and pre-test-post-test design.⁴

In this research, the researcher managed two groups of classes: control class and experimental class. Sugiyono states that there are two groups chosen randomly and given pretest to know whether there is difference situation between

¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Ed*, (Boston: Pearson Education, 2002) p. 38

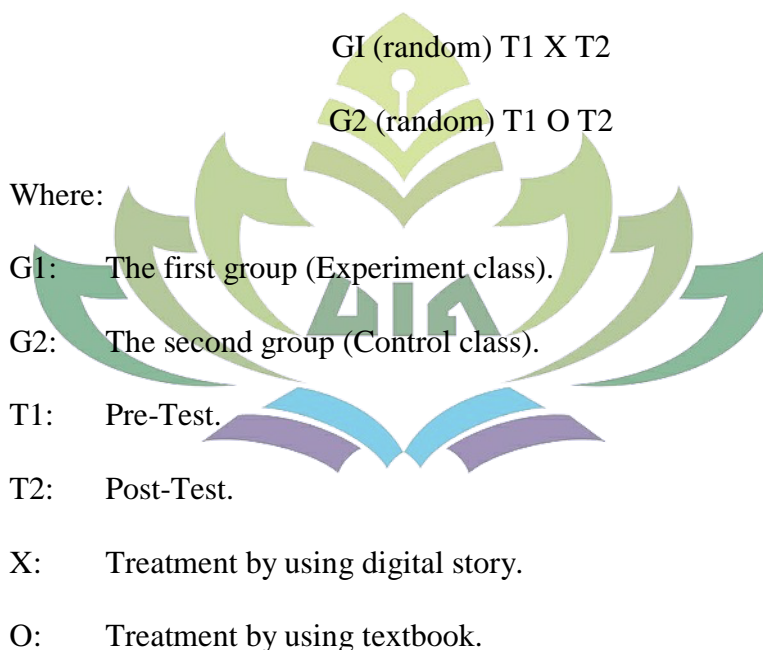
² Donald Ary *et. al*, *Introduction to Research in Education Eighth Edition*, (Belmont: Nelson Education, Ltd, 2010), p. 301

³ Ross Steven and Gary Marison, *Experimental Research Methods*, (2003) p. 1022

⁴ Creswell *Op. Cit*, pp. 309-310

in the experiment and control class.⁵ Based on the explanation above, the researcher used two classes as sample of this research consisting of an experimental class which were treated by using digital story and the other as the control class which were taught by using textbook.

Before teaching pronunciation by using digital story to the students, the researcher gave the students pre-test to know the skill of the students before the treatment. After administering digital story, post-test were conducted to measure the progress made by the students. The research design was described as follows:



On experimental class (G1), the pretest in advanced was conducted to obtain the data score of students' pronunciation mastery before any treatment given. After the initial data of pronunciation score was collected, the experimental class had a treatment by using digital story in three meetings actively. This application was intensively given to see whether a significant influence was

⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta, 2010), p. 76

existed using the media. To know its influence, the post-test was administered as a tool of measurement after the given treatment. After the post-test data was obtained, the data were analyzed and compared to the pre-test score to know the influence of using digital story in experimental class. In equal, G2 or control class which was chosen randomly from the population in the school went through the same process. It had the post-test and pre-test for the first and very last step of getting the data. The control class however was taught by using English textbook which the English teacher of the school usually used. The treatment using textbook was done in three meetings actively. Thus, it was determined about the influence of both digital story and textbook towards students' pronunciation mastery from both classes.

B. Variables of Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization study. There were two variables in this research namely independent variable and dependent variable. An independent variable is variable selected by the researcher to determine their effect on the relationship with the dependent variable. The dependent variable is observed to determine what effect, if any the other types of variable may have on it.⁶ There were two variables in this research, they were:

1. Independent variable

⁶ Jack R Fraenkel and Norman R Wallen, *How to Design and Evaluate Research in Education*, (New York, McGraw-Hill, 2008), p. 42

The independent variable in this research was digital story (X).

2. Dependent Variable

The dependent variable in this research was the students' pronunciation mastery (Y).

C. Operational Definition of Variable

The operational variable was used to explain the variables that managed in this research and to avoid misconception of variables presented in this research.

They were as follow:

1. Independent Variable (X)

Digital story is media consisting of coherent narrative that resulted from cyber technology which usually presented through videos, audio, text, or the combination of all those. In this research, the digital story was three fable videos with English subtitle taken from one of well-known YouTube Channel, Pinkfong.

2. Dependent Variable (Y)

Students' pronunciation mastery means as an ability of students to pronounce every words in English properly. The major aspects on mastering pronunciation are segmental aspects and suprasegmental aspects. Segement covers up to the attention to the particular sounds of a language. Meanwhile, aspects of speech beyond the level of the individual sound, such as intonation and stress are called as suprasegmental aspects. The pronunciation learning was focused on both aspects.

D. Population, Sample, and Sampling Technique

1. Population of the Research

According to Daniel, population is the group of people we want to generalize to.⁷ Based on the definition above the researcher concluded that the population is every subjects that will be the subject of the research. The population of this research was the second semester students of the tenth grade of SMA N 1 Sidomulyo in the academic year 2018/2019. The total numbers of population were 176 students divided into 5 MIPA classes. The data of the population shows on the table 10:

Table 10
Population of MIPA students at the tenth grade of SMA N 1 Sidomulyo in the Academic year 2018/2019

No	Class	Gender		Total
		Male	Female	
1	X MIPA 1	13	22	35
2	X MIPA 2	12	23	35
3	X MIPA 3	13	22	35
4	X MIPA 4	10	26	36
5	X MIPA 5	10	25	35
Total of the students		58	118	176

(Source: Students attendance list)

2. Sample of the Research

According to Balnaves and Peter, sample is part estimates of population parameters.⁸ Based on the definition above, sample is part of population that is used in this research. The MIPA tenth grade consisted of 5 classes: X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, and X MIPA 5.

⁷ Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publications Ltd, 2004), p. 15

⁸ Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research*, (London: Sage Publication, 2001), p. 177

3. Sampling Technique

In taking the sample, the researcher operated cluster random sampling technique. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.⁹ The steps in determining the experimental class and control class as follows:

- a. The first, the name of each class was written in small pieces of paper.
- b. The second, these pieces of paper were rolled and put into the glass.
- c. Third, the researcher shook the glass and took one of a piece of paper for the experimental class.
- d. Next, the researcher shook the glass again and took one small piece of rolled paper. The name of class must be different with the name in the first shaken. Thus, the second paper was chosen as the control class.

After operating the cluster random sampling, the first paper that was out was written X MIPA 1 which meant, as experimental class. Then the second paper came out was X MIPA 2 which meant chosen as control class in this research (See appendix, page 123).

E. Data Collecting Technique

To collect the data, the researcher used a test. According to Donald Ari *et. al* a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.¹⁰ Based on the definition above, the researcher used the test to collect the data: pre-test and post-test. The

⁹ Jack R, Fraenkel *Op Cit*, p. 95

¹⁰ Donald Ary *et. al*, *Op.Cit.*, p. 201

test was given in form of reading 2 short paragraphs of narrative text in which students had to read those paragraphs with appropriate sound, stress and intonation. To know about the students' pronunciation mastery through digital story, the researcher conducted pronunciation test into two sessions:

1. Pre-test

Pre-test was administered before treatment. It was conducted both in control class and experimental class to find out the students' pronunciation mastery before treatment. The test was in written form consisting of test instruction and the narrative text. The narrative text used was 2 paragraphs entitled "The Wolf and Seven Little Kids" story. (See appendix 4, page 109)

2. Post-test

Post-test was given after treatment. The researcher administered post-test to know the influence of the treatment toward students' pronunciation mastery after giving the treatment. The test consisted of written instruction and a narrative text. The narrative text used was 2 paragraphs of a story called "Little Red Riding Hood". (See appendix 6, page 114)

F. Research Instrument

According to Margono, the research instrument is defined as a tool of collecting data that has to be planned well and designed in various form to get empirical data as it is in reality.¹¹ In this research, the instrument was pronunciation test in form of instruction test of reading 2 paragraphs (shortened

¹¹ Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2014), p. 155

version from the original text) which covered up all 90% of English phonemes, stress and intonation (further explanation of instrument specification is described in discussion on chapter 4). The paragraphs in narrative text which used in this research as the instrument of pre-test and post-test were obtained from qualified online source (learningbritishaccent.com) which provides paid online courses and contents within theme of pronunciation. As the websites also distributes audio, video including its transcript, the researcher took two stories from the websites as the instrument. As a tool for testing, this instrument was aimed to know students' pronunciation mastery. For the pre-test, the paragraphs were from the story entitled "The Wolf and Seven Little Kids", and the post-test was from the story entitled "Little Red Riding Hood". The researcher moreover used inter-rater to analyze the instrument. The raters were Mrs. Tini Eviria S.Pd and the researcher himself. Hence, the data obtained were all scored based on the two raters and the results were divided by two and resulting the firm data.

1. Pre-test Instrument

Instruction:

- a. Two students come to the teacher desk by turn.
- b. They should read 2 paragraphs from "The Wolf and Seven Little Kids" with appropriate sound, stress and intonation.

The oral-test direction:

- a. Two students came by turn.
- b. Their performance was recorded through recorder.
- c. The time allocation for reading paragraphs was 3-4 minutes.

2. Post-test Instrument

Instruction:

- a. Two students come to the teacher in the desk by turn.
- b. They should read 2 paragraphs from “Little Red Riding Hood” with appropriate sound, stress and intonation.

The oral-test direction:

- a. Two students came by turn.
- b. Their performance was recorded through recorder.
- c. The time allocation for reading paragraphs was 3-4 minutes.

In the test, the researcher managed to set the all the devices and tools needed as efficient as it could. Regarding to the number of students in each class, the time allocation provided was based on the consideration that there were only ninety-minutes for the test and reading 299 words (the pre-test) and 256 words (post-test) cannot be efficiently done within two minutes (referring to the audio version read by native voices in 2 minutes). The researcher therefore extended the time allocation into three to four-minutes for each student in each turn which in this case to provide students who were not fluent an enough time to read the paragraphs. In this case, the test for both pre-test and post-test would be last for around 17 turns within 72 minutes. The rest of time allocation was considered as instruction, technical preparation and back-up time.

G. Research Procedure

There were three steps in conducting this research. They were as follow:

1. Planning

Before applying the research procedure, the researcher organized some plannings in order to be systematical in conducting the research. There were some steps in this research. The procedures can be seen as follow:

a) Determining the subject of the research

The subjects of the research were the students at the second semester of the tenth grade of SMA N 1 Sidomulyo in the academic year of 2018/2019. Two classes were chosen as experimental class (X MIPA 1) and control class (X MIPA 2).

b) Determining instrument of the research

The instrument used was oral test with instruction. Both instruments were given for both classes during the pre-test and post-test. The instrument consisted of two paragraphs of narrative story text which covered up 90% of English phonemes, stress and intonation (further explanation are on discussion in page chapter 4).

c) Determining the material to be taught

The researcher determined the material to be taught to the students based on the syllabus. In accordance to the media, the material was 3.8 & 4.8 basic competence about narrative text. The researcher also prepared lesson plan, digital story, and textbook. (See appendix 18, page 180)

d) Planning on the pre-test

The researcher administered a test (called pre-test) to the students. The researcher used the instrument that already prepared. This was aimed to know the students' pronunciation mastery before the treatment.

e) Planning on the treatment

Treatment was conducted to students three times. The treatment was done through applying the proposed media (digital story). The students along that time learned pronunciation through digital story.

f) Planning on the post-test

The post-test was conducted after the last meeting of the given treatment. The post-test was aimed to know the students' pronunciation mastery after learning from digital story being taught.

The result of the test was analyzed as the data for the research.

2. Application

After making the planning, the researcher applied the research procedure. There are some steps in doing in this research:

a) In the first meeting, the researcher gave the pre-test.

In this case, the researcher distributed items after being determined by validity and reliability analysis for both experimental class and control class. It means that only valid and reliable test items that were used in the pre test. (See appendix 8, page 120)

- b) After giving the pre-test, the researcher conducted the treatment in the control class and experimental class.

In the control class, the class was taught or given a treatment by using textbook, while in the experimental class was taught by using digital story. Both control class and experimental class had three meetings for treatment.

- c) In the last meeting, the researcher conducted the post-test.

After conducting the treatment in experimental class, the researcher administered the post-test as a tool to measure whether the technique can give significance influence to the students' pronunciation mastery. The researcher gave a post-test also to the control class so both classes were tested.

3. Reporting

After all procedures of giving treatment to both classes were conveyed, the last point in the research procedure was reporting. There were three steps in reporting. The steps were as follow:

- a) Analyzing the data from pre-test.
- b) Analyzing the data post-test.
- c) Making a report on the findings.

H. Scoring Procedure of Assessing Students' Pronunciation Mastery

There are some aspects corresponding to speaking ability and one of them is pronunciation. To measure speaking ability, Brown proposes speaking scoring rubric that can be used to measure learner's speaking ability. Specifically to this

research, the researcher however derived only the pronunciation scoring rubric from the Brown. It is presented in table 11:¹²

Table 11
Scoring in Pronunciation

	Scale	Description
Pronunciation	1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding and rarely disturb native speaker. Accent may obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speaker.

For getting the score, the researcher determined the scale based on the students' performance from the given test with the help of inter-rater. Thus, the score was counted with the following formula:

$$S = \frac{n}{N} \times 100$$

Notes:

S: Score

n: Student's obtained scale

N: highest scale possible

I. Validity of Test

A good test is a test which has a high validity. The test was examined to check whether the test measures what is intended to be measured.¹³ Best and Khan state that a test is valid if it is measures what it claims to measure.¹⁴ Thus, a good test must have validity so the test can measure the aspects that measured. The test

¹² H Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (NY: Pearson Education ESL, 2010). p. 173

¹³ Hughes Arthur, *Testing For language Teacher* (2nd Ed) (Cambridge: Cambridge University Press, 2003), p.26

¹⁴ John Best & James Kahn, *Research in Educaation* (7th Ed) (New Delhi: Prentice-Hall, 1995), p.218

was valid if the test can really test what needs to be instead correctly. In this research, there were several aspects to measure the validity of the test. They were as follow:

1. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it is design. Content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹⁵ It means that test should be appropriate with learning material. Content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists. To get the content validity, the test managed was adapted with the textbook and was based on the school syllabus for the tenth grade for Senior High School at the first semester. (See appendix 18, page 180)

2. Construct Validity

Construct validity is related to our theoretical knowledge of the concept we are wanting to measure. We might hypothesize that our concept or achievement measure has a number of different dimensions. In the other words, construct validity is just like a concept: abstraction and generalization that need to be defined so clearly that can be measured and examined. Therefore construct validity is focus on kind of the test that used to measure the ability.

¹⁵ *Ibid*, p.219

In this research, the research used an instruction test of reading 2 paragraphs of narrative story text. In terms of its validity and reliability, the researcher has validated the instruments with the English teacher.

J. Reliability of The Test

Reliability is a measuring instrument. Ary says that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring.¹⁶ According to Creswell, Reliability means that scores from an instrument are stable and consistent.¹⁷ A test cannot measure anything well if it does not measure at consistency. Hence, reliability is the degree of consistency or stability from the test when it is tested.

In this research, the researcher managed to use inter-rater-reliability analysis specifically Intra-class Coefficient Correlation (ICC) and it was measured using SPSS to calculate the reliability of the test. ICC was used to know the reliability among raters (2 raters or more) with multiple scale categorizations (interval scale).¹⁸ Watkins cited in Koo stated that the data interpretation of ICC are as follow:¹⁹

Table 12
The Level of Intra-class Coefficient Correlation

Value	Interpretation
(lesser) - 0.5	Poor
0.5 – 0.75	Moderate

¹⁶ Donald Ary, *Op.Cit.*, p. 236

¹⁷ *Ibid.*, p. 159

¹⁸ Gliner Jeffrey *et al. Research Method in Applied Settings: An Integrated Approach to Design and Anlaysis*. (New York: Routledge, 2017). p. 310

¹⁹ Koo Tery and Li Mae. "A Guideline of Selecting and Reporting Intra-class Coefficient Correlation for Reliability Research". *Journal of Chiropractic Medicine*. No. 15 (9 November 2015). p. 158 (Available on: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4913118/>) (Accessed on: May 21st 2019, 9:57)

0.75 – 0.9	High
0.9 – (bigger)	Excellent

After completed on calculating the obtained data to know the reliability using the ICC of both pre-test and post-test in the two classes, the results below were shown that the instruments which used during the research in terms of test had an excellent consistency. It was described in the table below:

Table 13
Result of ICC

Class	Test	Result	Interpretation
Control Class	Pre-test	0.941	Excellent
	Post-test	0.939	Excellent
Experimental Class	Pre-test	0.924	Excellent
	Post-test	0.919	Excellent

K. Data Analysis

After collecting the data, the researcher systematically analyzed the data obtained in the research by using t-test. But, the researcher in advanced should analyze the normality and homogeneity test.

1. Normality Test

The normality test was used to measure whether the data in the experimental class and control class were normally distributed or not. In this research, the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for normality. The tests of normality employed were Shapiro Wilk regarding to the number of sample testes was lesser than 50. The hypotheses for the normality test were formulated as follow:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test were as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

After carried out the computation on the obtained data to both control class and experimental class, the results showed that the data distribution was normally distributed by passing 0.05 as critical value. It was obtained that the value of control class for pre-test was 0.12 while the post-test 0.89. The experimental class however also was indicated that the data normally distributed by the value of pre-test (0.07) and the post test (0.34). Thus, the data analyzed were all normally distributed.

2. Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample were homogeneous or not. In this research, the researcher employed statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity managed was Levene statistic test. The hypotheses for the homogeneity tests were formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test were as follow:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

The result of homogeneity test showed that the data were homogenous presented by the value pre-test and post-test that passed 0.05. The pre-test result of homogeneity test was 0.81 and the post-test was 0.44. It interpreted that the data were homogenous.

3. Hypothesis Test

When the fulfillment of the assumptions in normally test and homogeneity test was fulfilled, the researcher used independent sample t-test to know whether the treatment had an impact on students' performance. In this case, the researcher used manual calculation using the formula by Ravid which shown below:²⁰

$$t = \frac{X1 - X2}{\sqrt{\frac{(n1 - 1)S1 + (n2 - 1)S2}{n1 + n2 - 2} \left(\frac{1}{n1} + \frac{1}{n2} \right)}}$$

Where:

X1: Mean of gain in experimental class

X2: Mean of gain in control class

S1: Variance of experimental class

S2: Variance of control class

n1: Number of students in experimental class

n2: Number of students in control class

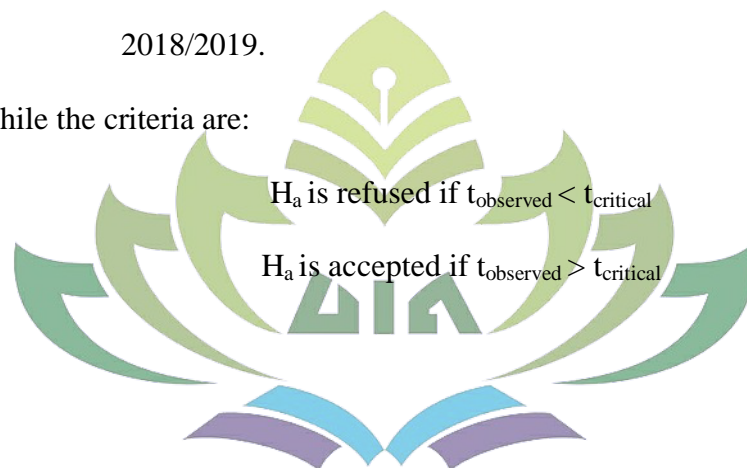
²⁰ Ruth Ravid. *Practical Statistics for Educator*. (Plymouth: Rowman and Littlefield Publisher, 2011). p. 148

The hypotheses were:

H_a : There is a significant influence of using digital story towards students' pronunciation mastery in the second semester of the tenth grade at SMA N 1 Sidomulyo in the academic year of 2018/2019.

H_o : There is no a significant influence of using digital story towards students' pronunciation mastery in the second semester of the tenth grade at SMA N 1 Sidomulyo in the academic year of 2018/2019.

While the criteria are:



CHAPTER IV RESULT AND DISCUSSION

A. The Research Procedure

The research was conducted on April 26th to May 26th 2019 for 5 meetings in each class (See appendix 19, page 182). Before administering the research, the researcher asked for permission to the Headmaster and Assistant Principal for Curriculum and continued to cooperate with the English teacher in accordance to the class used for the research. After the letter of permission was officially accepted, the researcher conducted the research into the following steps:

1. Determined the subject of the research and the sample.

To determine the subject of the research, the researcher used cluster random sampling and the classes chosen were X MIPA 1 (as the experimental class) and X MIPA 2 (as the control class).

2. Designed the pre-test and post-test.

The test for pre-test and post-test was an instruction test of reading 2 paragraphs of narrative story which covers all phonemes, stress and intonation. For the pre-test, the text was entitled “The Wolf and Seven Little Kids” and for the post-test text was entitled “Little Red Riding Hood”. The test was taken 54 minutes in which two students came by turn (18 turns by total) and they had 3-4 minutes to read the text based on the written instruction. The test was assisted by two recording stuffs which

were operated manually by the researcher. After the test, the audio version of text was played in order to clarify students' performance.

3. Held the pre-test

The pre-test was conducted to both classes: experimental class and control class. They were given the same instrument, instruction and time allocation. The given test was aimed to know their pronunciation mastery before the treatment.

4. Gave the treatment

The researcher applied the treatment differently to experimental class and control class. For experimental class, students were taught using Digital Story in narrative text. Meanwhile, textbook was used to control class.

5. Held the post-test

The post-test was administered to both classes: experimental class and control class. They were given the same instrument, instruction and time allocation. The given test was aimed to know their pronunciation mastery after the treatment.

6. Analyzed the obtained data from pre-test and post-test

Data in form of students' score resulted from the pre-test and post-test were continued to be analyzed. Some analysis were managed to get statistical data which furthermore became an onset of interpreting other detailed-analysis: normality test, homogeneity test, and hypothetical test.

7. Tested the formulated hypothesis and drew a conclusion

After all data were completely processed, the last test to know whether the given treatment had an influence on the students' pronunciation was hypothetical test. From the test, the research conclusion was drawn referring to the result of hypothetical test.

8. Reported the result of the research

The final step of the research was reporting the obtained data and its interpretations.

B. Process of Treatment

1. Experimental Class

As an experimental class, X MIPA 1 was chosen to be treated or taught by using digital story in the process of learning narrative text. Through 3 meetings of treatment using digital story, the students of X MIPA 1 were both learning the materials from school syllabus which was narrative text as well as learning pronunciation. The digital story itself was an animated video with English subtitle and in short-length duration which in this research ruled as concerned-media in the class. The digital stories applied were taken from one of most well-known YouTube Channel for Kid's stories and Song, Pinkfong. The stories furthermore were different in each meeting in order to learn aspects of pronunciation variously. The digital story in its application was played by using LCD projector and audio speaker so students were both pleased to learn by their vision and hearing. (Further description, see appendix 15, page 131)

2. Control Class

In control class, the students were taught in usual ways—as what the teacher always does. The class chosen as a control class was X MIPA 2 with total of students as many as 35 students. The media used in teaching control class was an English textbook from Kementrian Pendidikan dan Kebudayaan which published on 2016. The English teacher, Mrs Tini Eviria, utilized this book completely as her guideline whether to explain the material or give instructions and exercises. Especially in teaching narrative text, she used the book because it provides ready-made narrative texts in which she can apply for teaching students. In this research, the researcher also used the same book and the same ready-made text from the textbook which continued to be media to learn narrative text and pronunciation. The researcher furthermore copied the text from the textbook and so students can have the text during the learning. (Further description, see appendix 15 page 131)

C. Data Analysis

In analyzing the data, the researcher used parametrical statistic in which the researcher analyzed the normality and homogeneity of data's distribution. They should be normal and homogenous, so that the hypothetical test would be carried out. In judging the students' performance, the records of students' pre-test and post-test were assessed by two raters who were the researcher himself and the English teacher, Mrs Tini Eviria S.Pd. Then the final scores of the students were the average from each rater and they were also changed into interval data in

purpose of mathematical calculation. Here are the descriptions of every data and analysis obtained from the research.

1. Result of Pre-test

Pre-test was administered on April 30th 2019. The test took 74 minutes on having students read the narrative text that was chosen based on some criteria regarding aspects in pronunciation. Each student had 3-4 minutes in turn on themselves to read as best as they could with proper sounds, stress and intonation. Two classes had the pre-test on the same day, and were done in the day. Here were the results of the pre-test for both classes.

a. Experimental Class

In measuring students' performance of pronunciation, the researcher classified students' performance into 5 interval scale. The scale was ranged from 1 until 5—lowest to the highest. The data distribution of pre-test can be seen below:

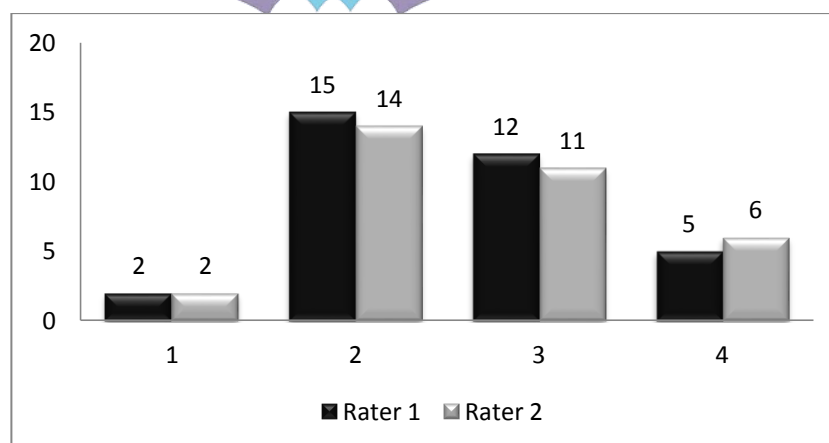


Figure 1 Result of Experimental Class Pre-test

From the chart, it can be seen that most of students were still in the scale 2 showed by 15 students (from rater 1) and 14 students (from

rater 2). Only a few students had the good performance ranging in scale 4 and at bad on scale 1. The scores however were converted into quantitative data (interval scale) by using mathematical calculation so the obtained scale of each student was multiplied by 100 and divided by 5 (the number of scale). Thus the mean of pre-test in experimental class was 52.65; the median was 50; the mode was 40 after the scales were conversed.

b. Control Class

In control class, in which the same instrument was also given and the test was also assessed by two raters, the result or data distribution can be seen in the chart below:

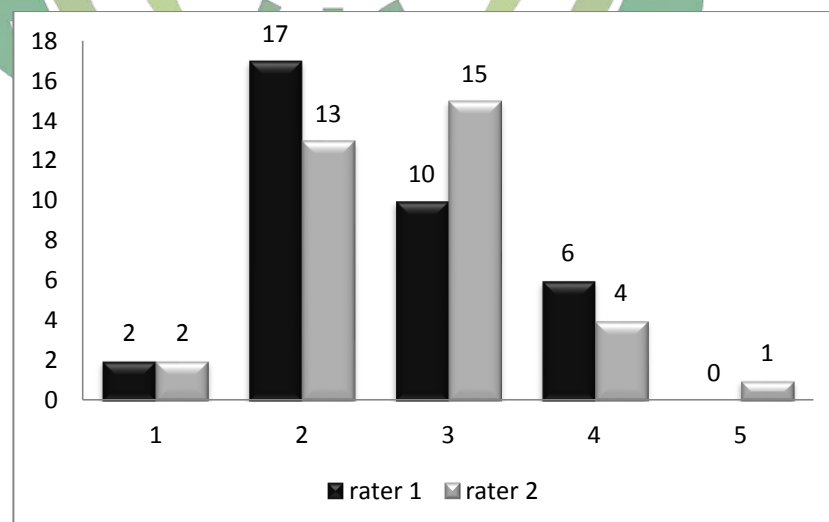


Figure 2 Result of Control Class Pre-test

From the chart, it is recognized that most of students were on the scale 2 but the rater 2 scored at the scale 3. The result however showed that two raters had the same argument of placing two students on scale 1 and one student placed at the highest scale by the rater 2 which meant the

student performed best among students. Thus the average of the control class pre-test score was 52.37; the median was 50; the mode was 40 after getting the conversion.

From the result of pre-test in both classes, it directly showed that both classes had no big gap in aspect of pronunciation mastery. It can be seen from the mean of the classes which was not really far. Hence given treatment that had been applied could give further information on the development of students' performance with treatment or no treatment (teaching in usual way).

2. Result of Post-test

Post-test was not administered on the same day for both classes. The experimental class post-test was conducted on April 30th 2019, while the control class was on May 8th 2019. The researcher nevertheless gave the same instrument and instruction so both classes were assessed equally. The post-test itself gave deep information on how was the students' development during the treatment. The conclusion could be drawn in accordance to the gain of pre-test and the post-test to know whether the treatment had an influence on students' pronunciation. The results of post-test were presented below:

a. Experimental Class

In experimental class, the treatment was given exclusively for third meetings. The post-test in experimental class was aimed to know whether the treatment helped students successfully in learning

pronunciation. The result of the experimental class post-test was described below:

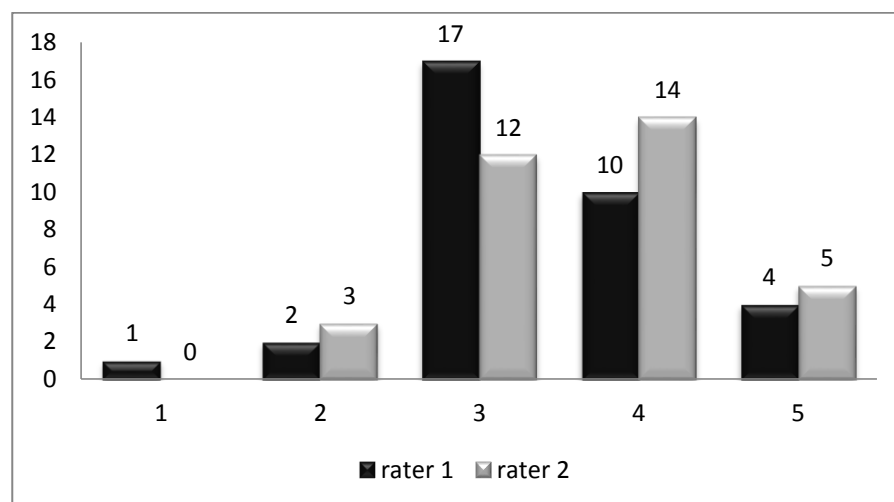


Figure 3 Result of Experimental Class Post-test

From the chart, it can be seen that students were assessed mostly in range 3 to 5. Rater 1 had the 3 as the most scale for students while the rater 2 had the 4 scale. 4 until 5 students by measurement were regarded as in highest scale, the 5 scale. It was interpreted that before the students were not placed at the 5 scale but they had made an improvement after the treatment given. The classification of those two raters also resulted an agreement as the final score of measurement. From that, the final scores were converted into interval data and it was obtained that the mean score was 70.29; the median was 70; the mode was 60. Comparing to the mean of the pre-test, the students in experimental class made a significant improvement.

b. Control Class

In control class, the students were technically taught using the textbook as media. It was taken from how the English teacher teaches the students English in daily basis. As the control class, the result of post-test ruled as the comparison to the experimental class concerning to know the difference between the given material and usual teaching ways. Here are the results of students in their post-test term:

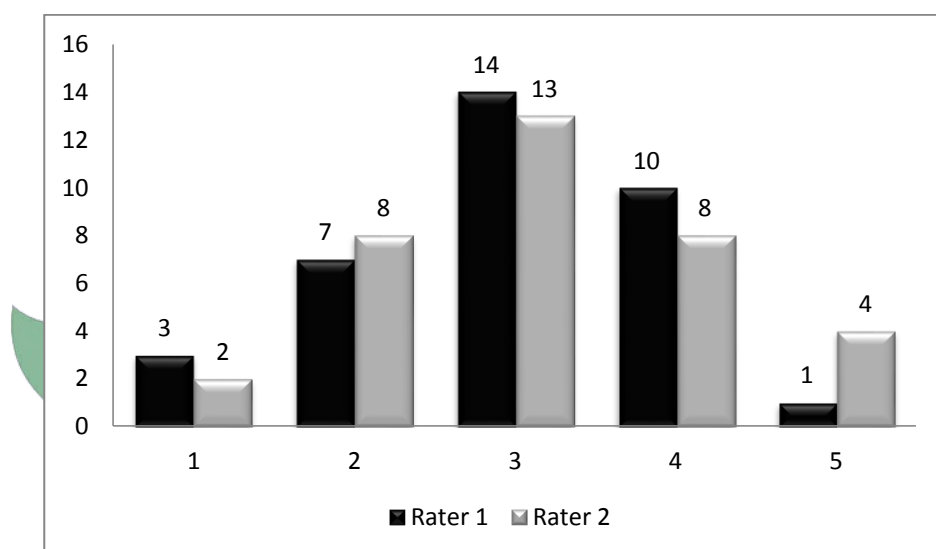


Figure 4 Result of Control Class Post-test

From the chart, rater 1 and rater 2 agreed to put most students in scale 3. Rater 2 nonetheless set 4 students as in the scale 5 which meant they made a great test accomplishment. Hence, the final scores were obtained from the average of two raters' judgment in which they would be turned out into interval data. The mean score calculated was 60.86; the median was 60; the modus was 60. Comparing to pre-test result, the students of control class seemed to make a progression in its mean value. Yet the mean score did not pass the experimental class mean which

meant the given treatment had a significant influence rather than the textbook.

From the result of post-test in both classes, the researcher obtained the mean score of experimental class was 70.29 and the control class's mean score was 60.86. It was clear to recognize that the treatment conducted on experimental class produced higher result. Hence the treatment of using digital story was effective to help students learn both narrative text and pronunciation. (See appendix 11, page 124)

3. Result of Normality Test

In analyzing normality of the data obtained from the tests, the researcher carried out normality test by using SPSS especially Shapiro-Wilk. Normality test itself was aimed to know whether the data were normally distributed and the result would be taken as a decision whether to use parametrical statistics or non-parametrical statistics. If data was proven to be normal by computation and criteria, the parametrical statistics can be carried out. In this analysis, the following steps were used to know the normality data in SPSS:

- Run the SPSS and go to Variable View.
- Make two Variables consisting of:
 - Result of pre-test to post-test.
 - Lable/code with differ from each term of test.
- Go to data view and input the data being analyzed

- Click analyze > descriptive statistics > Explore
- Drag the data to 'variable'
- Click on "plots" and check "Normality"
- Then ok

The result showed two different tables of normality test. The Kolmogorov-Smirnov table shows that the normality tests for pre-test in experimental class and control class were not normal presented by 0.03. However, the Kolmogorov-Smirnov is technically not used for $n < 50$. Thus the Shapiro-Wilk is considerably appropriate to be used in this case for $n < 50$. So that, the Shapiro-Wilk table showed that the value passed the minimum value 0.05. It means that the data distribution was normal. (See appendix 12, page 126)

4. Result of Homogeneity Test

As the data must be normal, in conducting parametrical statistics the data also must be homogenous. In analyzing homogeneity test, the researcher operated the SPSS to know the homogeneity result. The following steps were used to know the homogeneity result operated in SPSS:

- Input the data of pre-test in both class with different code
- Click Analyze> Compare means> One-way Anova
- Put the variables on dependent list and factor
- Click on "options" and check homogeneity of variance
- Then ok

The result which was appeared was shown that the data of pre-test and post-test were homogenous. The result of pre-test homogeneity test was 0.801 and the post-test homogeneity test was 0.440. Those two values passed the minimum value 0.05 which meant that the data obtained were homogenous. (See appendix 13, page 127)

5. Result of Hypothetical Test

After the two requirements which were normality and homogeneity fulfilled, the hypothetical test can be carried out. In this analysis, the researcher came up with manual calculation of Independent T-Test by Raviz Ruth. The result of the calculation was 5.26 and the df (degree of freedom) was 67. To know the interpretation of the result, the t_{critical} should be measured first (in range of 0.05) and it was obtained 1.996 as critical value. Therefore $t_{\text{observed}} > t_{\text{critical}}$ showed by $5.26 > 1.996$ which meant that there was significant influence of using digital story towards students pronunciation mastery at the tenth grade of second semester of SMA N 1 Sidomulyo in the academic year 2018/2019. (See appendix 14, page 128)

D. Discussion

Digital story which simply means advanced narrative multimedia is a product of digital storytelling. These two terms are related each other where it can be easily distinguished that digital story is the produced media and digital storytelling refers to the process. This is affirmed by Alexander who argues: digital storytelling is telling stories with digital technology and digital stories are

narratives built from the stuff of cyber-culture. Frazel states likewise in clearly brief statement that digital storytelling is a process of blending media to create multimedia narrative which encompass many topics. She also complements that digital story includes in many forms of presentation that can be visual and auditory. According to Ohler, he mentions digital story as “coherent narrative” which mean a product of combining a number of media from digital technology. He however narrows by saying that even there have some terms referring to “digital story” namely “new media narrative” and “new media production”, the term “digital storytelling” is recognizably used to cover all media within the discussion. The researcher therefore decided to keep using “digital story” to refer to the result of digital storytelling production in which in this research were three online, narrative, animated videos with English subtitle originated from YouTube channel “*Pinkfong*”.

Specifically to the form of digital story used in this research, the researcher applied the digital story which was audio-visual form. This was intentionally aimed to get the clear picture of narrative text by the visual presentation of animated video and to practice pronunciation through auditory medium such as the narrated story voices. The length of digital story was also considered as short-length videos showed in technically intensive play-and-pause to help students learn better as a listener and practitioner. Additionally the same was true that the purpose of applying digital story was to introduce technology-based learning as of now students and teacher are able to access broaden sources and information. The researcher nonetheless decided to use YouTube as a platform to introduce the

digital story as it is convenient to be accessed. In a specific, the researcher managed to take the digital story about Aesop's Fable in the YouTube channel since it accords to the syllabus about narrative text.

In this discussion, the researcher moreover noticed some pivotal elements which encompass the details, phenomena, and result of the research while conducting the research about digital story. They are described in some brief points below:

1. The instrument of the research used to measure the pronunciation mastery of students before treatment using digital story and after the treatment was inauthentic in terms of content. The researcher provided shortened texts (cut from original long text) consist of two paragraphs where it was addressed to measure students' pronunciation. The texts were from an online resource providing courses and some sort of text and audio-version of the text about British pronunciation. The pre-test instrument was story entitled "The Wolf and Seven Little Kids" and consisted of 299 words that in the audio version spoken in 105 seconds; the post-test instrument was a story entitled "Little Red Riding Hood" and consisted 256 words that in the audio version spoken in 110 seconds. The texts however had covered 89.76% of all phonemes specifically in pre-test with only 4 phonemes absence (/ɜ:/, /ʔ/, /ɜ:/, /dʒ/) and post-test with only 5 missing phonemes (/ʔ/, /ɜ:/, /ɪə/, /ʊə/, /ɔɪ/) up to 44 phonemes. In supra-segmental aspects of stress and intonation, both tests had encompassed all kinds stress and intonation (See appendix 5, page 111; appendix 7, page 116).

2. During the treatment, there were some apparent differences of enthusiasm between the experimental class and control class. Experimental class students who were taught using digital story looked very excited, motivated and involved. It might be due to the existence of digital story with fascinating animated videos that put them in excitement. The English subtitle also caused them motivated by the easiness to learn English pronunciation since they could see how words were pronounced and written. Students nevertheless did not become passive-learner as they should follow the instruction in each phase. Differently, students in control class looked less interested to somehow learn the material. In case of learning narrative text, textbook was seemingly fail to create enthusiast atmosphere that at last caused them lose their focus in the classroom. Students seemed to feel bored by only reading plain ready-made texts and hardly understood the concept of narrative text as the stories were very long. In terms of pronunciation, treatment was conducted by only listening to the teacher who was not a native speaker that most likely can also mispronounce the words. This comes to a result that after the post-test conducted; the experimental class result was higher than the control class.
3. Based on the result of pre-test and post-test, the experimental class significantly produced higher score. For the pre-test, experimental class average score was 52.6 and control class result was 52.4. It implied that there was not really big gap of students' pronunciation before any conducted treatments. It was also noted that in experimental class the

number of students who passed the average score was 15 students (44.11%) with 5 students reached highest score by 80. Control class meanwhile had more in numbers by 17 students (48.6%) passed the average score, 5 students scored 80, and a student scored 90. It reflected that most students in control class had better result at first. For the post-test, the average score of experimental class and control class was increasingly contrastive. The experimental class score was 70.29 as average score; the control class was 60.8. Both classes apparently increased the average score from the pre-test. It was also recognized that 14 students (42%) passed the average score in experimental class with 3 students obtained 100. Otherwise, there were 12 students (34.2%) of control class who passed the average score with only a student scored 100. This simply meant that after the given treatment, digital story was more impactful to students' pronunciation mastery.

4. The result of the data analysis had showed that the digital story was more applicable to be used in teaching pronunciation. The digital story moreover encouraged students to be an active listener and active practitioner. It taught the students to how each word, phrase and sentence were expressed in proper sounding manner by listening directly to native voices. The students furthermore practiced on what they heard from the video digital story as the teacher play and pause on the digital story. To learn stressing and intonating sounds, students were also provided by waving-line as their guideline to bring their voices up or down and the stress words were also

recognized by the bold words. While played and paused the video and simultaneously read the guideline, students could understand and practiced to stress and intonate words and sentences intensively. Digital story as media can help students not only understand how each words were pronounced but as well as how to deliver them using intonation and stress.

5. When the researcher used textbook to teach pronunciation, the output of learning was not successfully achieved. The problem more arose by the limitation of number of textbooks. As what had been described that textbook was less appropriate to get them easily apprehend about narrative text, some students were looked at laziness to somehow read the text after the teacher and could not independently learn as they have to share the book altogether. Even though that the copy of ready-made text had provided to overcome the problem, students required more than just printed materials to learn pronunciation. The textbook however did not provide the audio-version of texts so student could not listen of how the text should be pronounced. Therefore, the students of control class could not achieve higher score than what the experimental class since they were absent of learning pronunciation by listening native voices.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted at the second semester of SMA N 1 Sidomulyo in the academic year 2018/2019 and data analysis of students' pre-test and post-test in both classes, the researcher concludes that there is a significant influence of using Digital Story towards students' pronunciation mastery. It is based on the analysis of the data calculation on hypothetical test in which the null hypothesis (H_0) was rejected. It is presented by the result of independent t-test where t_{observed} was 5.26 and t_{critical} was 1.996. It means t_{observed} is higher than the t_{critical} shown by $5.26 > 1.996$ (See appendix 14, page 128). The Digital story can give a positive influence towards students' pronunciation. It can be clearly seen from the gain of students' score before the treatment and after the treatment (See appendix 11, page 124) compared to the score from control class which taught using textbook. By applying digital story, students' pronunciation mastery can be improved. Hence, digital story in teaching and learning can make a good improvement.

B. Suggestion

Based on the conclusion, the researcher proposes some suggestions as follow:

1. Suggestion for the Students

- a. While learning from digital story in the classroom, the students should pay more attention to the teacher and the material and keep the class comfortable to study by making no noisy.
- b. Due to the pronunciation, students must learn how to pronounce sentences in English with intonation and stress, so the speaking does not seemed to be stiff and odd.
- c. Regarding to the advanced technology, students should utilize them to learn pronunciation as it provides a vast and deep knowledge for the students in which it is free and accessible. It would be better if students arrange and plan to take digital story as their helping in learning pronunciation.

2. Suggestion for the Teachers

- a. In terms of number of textbooks and varieties, the teacher should utilize and explore other media as an additional means to help students understand and practice pronunciation better since the number of textbooks is insufficient. Ideally each student should at least own one textbook so they can use it individually. The teacher therefore can have digital story as a solution as it is free access and applicable—but still has to be considered for its content and effectiveness.
- b. In this research, the researcher found out the media used by the teacher was less interesting and effective for students. It is essential to provide more media which helpful and ease students to learn

pronunciation. Since sounds play an important role in learning pronunciation, teacher can take digital story to explore English pronunciation for students regarding that students need more than just printed media and non-native speaker's voices.

- c. Due to the finding, English teacher can apply digital story for students to improve their pronunciation mastery inside the classroom since the students are allowed to access smartphone. Utilizing technology can create beneficial learning both for students and teacher. The teacher nonetheless should manage well especially in the instruction to avoid out-of-management classroom.
- d. It is better that the teacher also should be creative and take pronunciation teaching and learning seriously. From students' response in accordance to pronunciation-based learning, the students were very enthusiast in learning pronunciation as a part of learning English. It seems that teacher can simply emphasize this aspects in each upcoming meeting so not only their pronunciation better, but it affects also to the speaking ability of students.

3. Suggestion for Next Researchers

- a. In this research, the digital story was only applied for the students as media. It would be much better that next researcher asks the students to create digital story as a process of practicing speaking with correct pronunciation.

- b. In this research, the pronunciation focused for suprasegmental aspects are only intonation and stress. The next researcher can also conduct into larger area such as connected/linking words and rhyme so English pronunciation can run smoothly.
- c. The next researcher furthermore can take digital story to be applied in different level of students. Since it is very fascinating, it can be taken into teaching and learning with Junior High School students or even Elementary School.



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Appendix 1

Students' Speaking Score

Teacher's reference for assessing speaking skill.

SCORE	UNDERSTANDING	VOCABULARY	GRAMMAR	PRONUNCIATION	FLUENCY
20-16	Memahami semua tanpa mengalami kesulitan	Menggunakan kosa kata dan ungkapan seperti penutur asli	Tidak ada atau sedikit kesalahan tata bahasa	Mudah dipahami dan memiliki aksen penutur asli, tidak terjadi kesalahan pengucapan.	Lancar seperti penutur asli
15-11	Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu	Kadang-kadang menggunakan kosa kata yang tidak tepat	Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna	Mudah dipahami meskipun dengan aksen tertentu, sedikit terjadi kesalahan pengucapan.	Kelancaran tampak sedikit terganggu oleh masalah bahasa
10-6	Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan	Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata	Sering membuat kesalahan tata bahasa yang mempengaruhi makna	Terjadi banyak masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman.	Kelancaran agak banyak terganggu oleh masalah bahasa
5-1	Susah mengikuti apa yang dikatakan.	Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami	Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat	Sulit dipahami karena terlalu banyak masalah pengucapan, terjadi banyak kesalahpahaman	Sering ragu-ragu dan terhenti karena keterbatasan bahasa

Assessment Activity

Basic Competence	Performance Test
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks deskriptif</p> <ul style="list-style-type: none"> - Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal <p>Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ol style="list-style-type: none"> 1. Berbicara <ul style="list-style-type: none"> - Mendiskripsikan tempat wisata dan bangunan sejarah secara langsung berdasarkan pengalaman pelajar. 2. Menulis <ul style="list-style-type: none"> - Menyusun teks deskriptif sederhana terkait wisata dan bangunan sejarah terkenal di dalam negeri dan luar negeri.

Pronunciation Score in the Speaking Test

X MIPA 1		X MIPA 2		X MIPA 3		X MIPA 4		X MIPA 5	
No	Score	No	Score	No	Score	No	Score	No	Score
1-A1	15	1-A2	17	1-A3	13	1-A4	17	1-A5	16
2-A1	18	2-A2	17	2-A3	11	2-A4	10	2-A5	17
3-A1	16	3-A2	13	3-A3	16	3-A4	13	3-A5	12
4-A1	12	4-A2	16	4-A3	17	4-A4	12	4-A5	14
5-A1	12	5-A2	14	5-A3	14	5-A4	11	5-A5	12
6-A1	15	6-A2	12	6-A3	12	6-A4	13	6-A5	12
7-A1	12	7-A2	15	7-A3	9	7-A4	12	7-A5	12
8-A1	12	8-A2	12	8-A3	15	8-A4	12	8-A5	15
9-A1	11	9-A2	12	9-A3	10	9-A4	13	9-A5	17
10-A1	16	10-A2	12	10-A3	16	10-A4	16	10-A5	12
11-A1	14	11-A2	13	11-A3	15	11-A4	12	11-A5	11
12-A1	18	12-A2	15	12-A3	12	12-A4	12	12-A5	15
13-A1	11	13-A2	14	13-A3	11	13-A4	12	13-A5	13
14-A1	12	14-A2	14	14-A3	15	14-A4	13	14-A5	12
15-A1	12	15-A2	13	15-A3	10	15-A4	14	15-A5	14
16-A1	14	16-A2	12	16-A3	12	16-A4	12	16-A5	16
17-A1	11	17-A2	12	17-A3	12	17-A4	10	17-A5	12
18-A1	15	18-A2	14	18-A3	11	18-A4	14	18-A5	10
19-A1	12	19-A2	12	19-A3	15	19-A4	14	19-A5	15
20-A1	11	20-A2	16	20-A3	15	20-A4	15	20-A5	16
21-A1	16	21-A2	11	21-A3	15	21-A4	12	21-A5	14
22-A1	17	22-A2	12	22-A3	15	22-A4	14	22-A5	15
23-A1	15	23-A2	13	23-A3	12	23-A4	14	23-A5	12
24-A1	12	24-A2	15	24-A3	16	24-A4	13	24-A5	14
25-A1	13	25-A2	11	25-A3	12	25-A4	13	25-A5	14
26-A1	10	26-A2	12	26-A3	13	26-A4	12	26-A5	12
27-A1	11	27-A2	16	27-A3	12	27-A4	16	27-A5	12
28-A1	16	28-A2	13	28-A3	13	28-A4	13	28-A5	16
29-A1	17	29-A2	14	29-A3	12	29-A4	12	29-A5	13
30-A1	12	30-A2	11	30-A3	14	30-A4	15	30-A5	14
31-A1	12	31-A2	12	31-A3	15	31-A4	14	31-A5	14
32-A1	18	32-A2	14	32-A3	15	32-A4	12	32-A5	11
33-A1	11	33-A2	11	33-A3	13	33-A4	14	33-A5	12
34-A1	12	34-A2	10	34-A3	12	34-A4	15	34-A5	13
35-A1	16	35-A2	16	35-A3	14	35-A4	15	35-A5	15
						36-A4	15		

Appendix 2

THE RESULT OF INTERVIEW WITH THE TEACHER

Teacher : Tini Eviria S.Pd

Interviewer : Yogi Era Reforma

Day/Date : February 6th 2019

Time : 08.54 AM

Place : Teachers' room of SMA N 1 Sidomulyo

No	Question	Answer	Conclusion
1	How long have you been teaching English as professional?	I have been teach English in SMA N 1 Sidomulyo since January 2005	She has taught English for 14 years
2	Briefly, how is English Teaching and Learning in SMAN 1 Sidomulyo? (process/obstacles/problems/results/facilities)	The problem is, that most of students still have low vocabulary, for the major problem in this school.	In general, the main problem students face is the lack of vocabulary
3	Do you teach English practically as a mean of communication? Is there any special treatment for teaching each skill in English?	Yes/ because I've been laboratory since two years ago. It doesn't work in each skill. I just do some techniques to enrich their vocabulary first, and practice their speaking by doing dialogue sometimes, or doing monologue in front of the class.	Teachers has practically taught English as means of communication and integrated process. Yet, she does not teach in each skill. Sometimes, she enriches students' vocabulary and asks the, to practice their speaking.
4	Specifically how's pronunciation	Pronunciation? Is by	Pronunciation

	<p>teaching learning conducted in the class? Do they have an experience to learn it? How is the students' pronunciation?</p>	<p>doing reading the texts sometimes, and find the difficult words/ Yes of course/ It's 50:50. The higher students are quite good, but some of them are still low.</p>	<p>teaching and learning has done by reading texts, and finding difficult words. The students are considered balance for their pronunciation.</p>
6	<p>In the teaching process, have you ever used media for helping students' understanding?</p> <ul style="list-style-type: none"> ➤ What kind of media? ➤ How did it work? ➤ How was the result? 	<p>Not really, but sometimes by singing. Because, my students in here like to sing. So, I encourage them by the way such as what they like/ Quite good. And I teach it in pronunciation and vocabulary.</p>	<p>Media utilized to help students understanding is song. Teacher provides media based on students' interest.</p>
7	<p>In teaching pronunciation, have you ever used any kind media for it?</p> <ul style="list-style-type: none"> ➤ What kind of media? ➤ How did it work? ➤ How was the result? 	<p>I use song to teach pronunciation and vocabulary/ I asked them to make video/(the result has been mentioned in the previous answer)</p>	<p>Teacher has used song to teach pronunciation. She assigned students to create music video.</p>
8	<p>As the technology develops, have you ever used digital media for teaching pronunciation?</p> <ul style="list-style-type: none"> ➤ What kind of media? ➤ How did it work? ➤ How was the result? 	<p>Not yet</p>	<p>The teacher has never applied any digital media in the class.</p>

9	<p>Have you ever known digital-story media?</p> <ul style="list-style-type: none"> ➤ Have you ever applied for teaching pronunciation? ➤ Have you ever applied for teaching narrative text? 	Not yet/ I teach narrative text by reading only	She has never applied digital story for teaching pronunciation and so does in narrative basic competence.
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From the interview, the teacher has taught English for arguably long time. In teaching English she tends to provide something that students are interested on. Occasionally she uses song as media to help students enrich their vocabulary. She also has taught English as communication by doing speaking practice using dialogue or monologue. However, there is no special treatment for each skill of English, instead all is done as an integrated process. In teaching pronunciation, the teacher uses song and textbook as media for emphasizing students' pronunciation. The teacher also asks students to find difficult words while reading text to learn pronunciation. However, she has never used any kind of media to help students understanding, especially in pronunciation. Song as has been mentioned above was only given as assignment, but it was not applied to the classroom by the teacher. The teacher takes only textbook as her guideline for teaching pronunciation and never uses any advanced media. The teaching learning pronunciation is done through reading activity for most of the time.

Appendix 3

Questionnaire for the preliminary research

Berilah tanda ceklis “√” pada pilihan “Iya” atau “Tidak” sebagai respon terhadap pernyataan yang telah disediakan sebagai berikut:

No	Pernyataan	Skala persetujuan	
		Iya	Tidak
1	Saya menyenangi/menggemari belajar bahasa Inggris.		
2	Saya dapat memahami materi bahasa Inggris dengan baik.		
3	Saya dapat memahami penjelasan bapak/ibu guru dalam menyampaikan materi bahasa Inggris dengan mudah.		
4	Saya sering menggunakan bahasa Inggris sebagai alat komunikasi.		
5	Saya menggemari pembelajaran bahasa Inggris mengenai pelafalan kata kata dalam bahasa Inggris (pronunciation).		
6	Saya mengalami kesulitan dalam melafalkan kata-kata dalam bahasa Inggris.		
7	Saya mengalami kesulitan dalam melafalkan kalimat/paragraph dalam bahasa Inggris.		
8	Saya merasa terbantu dalam pembelajaran ketika guru menggunakan media pembelajaran seperti proyektor, video player, atau audio player.		
9	Saya menggemari materi bahasa Inggris mengenai narrative text: dongeng, cerita rakyat, legenda, dan fable		
10	Saya terbiasa mendengarkan berbagai dongeng dalam bahasa Inggris		
11	Saya senang mendengarkan dongeng, cerita rakyat, legenda, dan fable bahasa Inggris secara langsung.		
12	Saya senang mendengarkan dongeng, cerita rakyat, legenda, dan fable berbahasa Inggris melalui digital media seperti kaset, video atau audio.		
13	Saya sering menonton atau mendengarkan dongeng berbahasa Inggris.		
14	Saya terbiasa untuk menonton atau mendengarkan video/audio dongeng bahasa Inggris dengan durasi pendek (1-5 menit)		
15	Saya terbiasa untuk menonton atau mendengarkan video/audio dongeng bahasa Inggris dengan durasi panjang (6-10 menit)		

The results of the given questionnaire to the population:

The population is 176 students of tenth grade of SMAN 1 Sidomulyo. From the provided statements, the students gave responses as they are represented to the following table::

No	Statements	Percentage	
		YES	NO
1	I enjoy studying English.	81.97%	18.03%
2	I can understand English lesson well.	37.70%	62.30%
3	I can understand the teacher's explanation easily.	29.50%	70.50%
4	I accustom to use English as means of communication.	8.20%	91.80%
5	I enjoy studying English especially to the pronunciation practices.	75.40%	24.60%
6	I get it is difficult to pronounce words in English.	78.68%	21.32%
7	I get it is difficult to pronounce sentences/paragraph in English.	86.88%	13.12%
8	I get assisted if the teacher provides teaching aid/media in the class such as projector, video player, audio player.	86.88%	13.12%
9	I enjoy studying English about Narrative Text (story tales, folk tales, fables, or legend).	55.73%	45.27%
10	I accustom listening to stories with English language.	13.11%	86.89%
11	I enjoy watching story tales, folk tales, fables, or legend through live performances.	49.19%	50.81%
12	I enjoy listening to story tales, folk tales, fables, or legend through digital media.	75.40%	24.60%
13	I often watch or listen to any kind of stories in English language.	63.93%	36.07%
14	I accustom to watch or listen to any kind of stories in English language with short duration. (1 minute up to 5 minutes).	63.93%	36.07%
15	I accustom to watch or listen to any kind of stories in English language with longer duration. (6 minute up to 10 minutes).	32.78%	67.22%

Appendix 4

INSTRUMENT OF THE RESEARCH

(PRE-TEST)

Subject : English

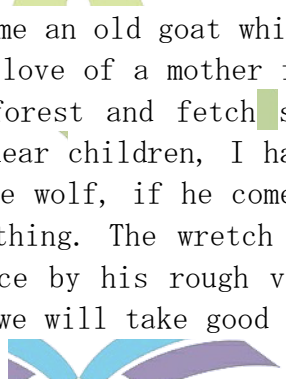
Subject Matter: Narrative Text

Class : X (tenth)

Duration : 3 minutes/ student

Instruction:

Read these paragraphs with appropriate sound, stress and intonation.



There was once upon a time an old goat which had seven little kids, and loved them with all the love of a mother for her children. One day she wanted to go into the forest and fetch some food. So she called all seven to her and said, dear children, I have to go into the forest, be on your guard against the wolf, if he comes in, he will devour you all - skin, hair, and everything. The wretch often disguises himself, but you will know him at once by his rough voice and his black feet. The kids said, dear mother, we will take good care of ourselves, you may go away without any anxiety. Then the old one bleated, and went on her way with an easy mind.

It was not long before someone knocked at the house-door and called, open the door, dear children, your mother is here, and has brought something back with her for each of you. But the little kids knew that it was the wolf, by the rough voice. We will not open the door, cried they, you are not our mother. She has a soft, pleasant voice, but your voice is rough, you are the wolf. Then the wolf went away to a shopkeeper and bought himself a great lump of chalk, ate this and made his voice soft with it. Then he came back, knocked at the door of the house, and called, open the door, dear children, your mother is here and has brought something back with her for each of you. But the wolf had laid his black paws against the window, and the children saw them and cried, we will not open the door, our mother has not black feet like you, you are the wolf.

(source: <https://www.learningbritishaccent.com/wolf-and-7-kids-fairytale/>)

Scoring System of the instrument (teacher only):

Pronunciation	Scale	Description
	1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding and rarely disturb native speaker. Accent may obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speaker.

$$S = \frac{n}{N} \times 100$$

Notes:

S: Score

n: student's obtained scale

N: highest score possible

(penilaian dilakukan dengan mengacu pada scoring rubric Brown dengan bantuan inter-rater)

Appendix 5

Phonemes, stresses, and intonation specification of text

“The Wolf and the Seven Little Kids”

VOWELS			
short vowels	Words	long vowels	words
ɪ	little ('lɪtl), kids (kɪdz), into ('ɪntə), skin (skɪn).	i:	feet (fi:t), easy (i:zi), bleated ('bli:tɪd).
ɛ	seven ('sɛvn), said (sɛd), pleasant ('plɛznt).	ɜ:	-
æ	and (ænd), black (blæk), back (bæk).	ɑ:	guard (gɑ:rd), are (ɑ:r),
ʌ	once (wʌns), loved (lʌvd), comes (kʌmz).	u:	you (ju:), food (fu:d), who (hu:)
ʊ	you (ju), wolf (wʊlf)	ɔ:	all (ɔ:l), called (kɔ:ld), brought (brɔ:t), door (dɔ:r)
ɒ	on (ɒn), not (nɒt)		
ə	was (wəz), of (əv)		
CONSONANTS			
[p]	pleasant (plɛznt), paws (pɔ:z), lamp (lʌmp)	[ŋ]	everything ('ɛvrɪθɪŋ), anxiety (æŋ'zæti), long (lɒŋ)
[b]	but (bət), before (bɪ'fɔ:), brought (brɔ:t).	[w]	wanted ('wɒntɪd), we (wi), went (wɛnt)
[m]	mother (mʌðə), mind (maɪnd), made (meɪd).	[s]	seven ('sɛvn), skin (skɪn), soft (sɒft)
[v]	of (ɒv), voice (vɔɪs)	[z]	easy ('i:zi), kids (kɪdz), was (wəz)
[f]	forest ('fɒrɪst), fetch (fɛʃ), wolf (wʊlf)	[n]	not (nɒt), knock (nɒkt), knew (nju:)
[ð]	the (ðə), then (ðɛn), they (ðeɪ)	[h]	here (hɪə), hair (heə), his (hɪz)
[θ]	something ('sʌmθɪŋ)	[ʔ]	-
[t]	time (taɪm), feet (fi:t)	[ʃ]/[ʒ]	she (ʃi), shopkeeper ('ʃɒp.ki:pər)
[d]	day (deɪ), devour (dɪ'vaʊə), dear (diə), door (dɔ:)	[ʒ]/[ʃ]	-
[l]	loved (lʌvd), love (lʌv),	[tʃ]/[dʒ]	children ('tʃɪldrən),

	all (ɔ:l), long (lɒŋ)		which (wɪʃ), fetch (fɛʃ), chalk (tʃɔ:k)
[r]	rough (rʌf), care (keər), brought (brɔ:t), cried (kraɪd)	[ɹ]/ dʒ	-
[k]	cried (kraɪd), skin (skɪn), kids (kɪdz), like (laɪk), knocked (nɒkt)	[j]	you (jʊ), knew (nju:), your (ju:)
[g],	goat (gəʊt), go (gəʊ), guard (gɑ:d), disguises (dɪs'gaɪzɪz)		
DIPHTHONGS			
ɪə	dear (dɪə), anxiety (æŋ'zæɪəti), here (hɪə),	aɪ	time (taɪm), i (aɪ), mind (maɪnd), disguises (dɪs'gaɪzɪz), cried (kraɪd)
eə	hair (heə), care (keər),	ɔɪ	voice (vɔɪs)
eɪ	care (teɪk), away (ə'weɪ), made (meɪd), great (gret)	əʊ	gout (gəʊt), open (əʊpən), window ('wɪndəʊ)
oʊ	devour (dɪ'vaʊə), our (aʊə)	aʊ	without (wɪ'ðaʊt), house (haʊs), (ourselves) aʊə'selvz

STRESSES AND INTONATION

There was **once** upon a **time** an **old** **goat** which had **seven** **little** kids, and loved them with **all** the love of a **mother** for her children. **One** **day** she wanted to go **into** the **forest** and fetch some **food**. So she called **all** seven to her and said, **dear** children, I **have** to go into the **forest**, be on your guard against the **wolf**, if he comes in, he will **devour** you all - skin, hair, and **everything**. **The** **wretch** often **disguises** himself, but you will know him at **once** by his **rough** **voice** and his **black** **feet**. The kids said, dear **mother**, we will **take** **good** **care** of ourselves, you may **go** **away**

without any **anxiety**. Then the old one bleated, and went on her way with an easy mind.

It was not **long** before someone **knocked** at the **house-door** and called, open the door, dear children, your mother is here, and **has brought something back** with her for each of you. But the little kids knew that it was the wolf, by the rough voice. We will **not** open the door, cried they, **you are not** our mother. She has a soft, **pleasant voice**, but your voice is **rough**, you are the wolf. Then the wolf went away to a shopkeeper and **bought** himself a **great lump** of chalk, ate this and made his voice **soft** with it. Then he came back, knocked at the door of the house, and called, open the door, dear children, your mother is here and has **brought something back** with her for each of you. But the wolf had laid his **black paws** against the window, and the children saw them and cried, **we will not** open the door, our mother has not **black feet** like you, you are the **wolf**.

Appendix 6

INSTRUMENT OF THE RESEARCH (POST-TEST)

Subject : English

Subject Matter: Narrative Text

Class : X (tenth)

Duration : 3 minutes/ student

Instruction:

Read these paragraphs with appropriate sound, stress and intonation.

Once upon a time in the middle of a thick forest stood a small cottage, the home of a pretty little girl known to everyone as Little Red Riding Hood. One day, her Mummy waved her goodbye at the garden gate, saying: *“Grandma is ill. Take her this basket of cakes, but be very careful. Keep to the path through the wood and don’ t ever stop. That way, you will come to no harm.”* Little Red Riding Hood kissed her mother and ran off. *“Don’ t worry,”* she said, *“I’ ll run all the way to Grandma’ s without stopping.”* Full of good intentions, the little girl made her way through the wood, but she was soon to forget her mother’ s wise words.

“What lovely strawberries! And so red.” Laying her basket on the ground, Little Red Riding Hood bent over the strawberry plants. *“They’ re nice and ripe, and so big! Yummy! Delicious! Just another one. And one more. This is the last. Well, this one Mmmm.”* The red fruit peeped invitingly through the leaves in the grassy glade, and Little Red Riding Hood ran back and forth popping strawberries into her mouth. Suddenly she remembered her mother, her promise, Grandma and the

basket and hurried back towards the path. The basket was still in the grass and, humming to herself, Little Red Riding Hood walked on. The wood became thicker and thicker. Suddenly a yellow butterfly fluttered down through the trees. Little Red Riding Hood started to chase the butterfly. *“I’ ll catch you! I’ ll catch you!”* she called.

(source: <https://www.learningbritishaccent.com/little-red-riding-hood-fairytale/>)

Scoring system (teacher only):

	Scale	Description
Pronunciation	1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding and rarely disturb native speaker. Accent may obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speaker.

$$S = \frac{n}{N} \times 100$$

Notes:

S: Score

n: student's obtained scale

N: highest score possible

(penilaian dilakukan dengan mengacu pada scoring rubric Brown dengan bantuan inter-rater)

Appendix 7

Phonemes, stresses, and intonation specification of text

“The Little Red Riding Hood”

VOWELS			
Short Vowels	Words	Long Vowels	Words
ɪ	In (ɪn), middle (ˈmɪdl), thick (θɪk), little (ˈlɪtl)	i:	Keep (ki:p), trees (tri:z), leaves (li:vz), peeped (pi:pt)
ɛ	red (rɛd), everyone (ˈɛvriwʌn), forget (fəˈɡet), well (wel), bent (bɛnt)	ɜ:	Girl (gɜ:l), words (wɜ:dz), herself (hɜ:ˈself)
æ	Grandma (ˈgrænma:), that (ðæt), run (ræn), and (ænd)	ɑ:	Grass (grɑ:s), started (stɑ:tɪd), plans (plɑ:nts), last (lɑ:st)
ʌ	Once (wʌns), mummy (ˈmʌmi), come (kʌm), worry (ˈwʌri), lovely (ˈlʌvli), humming (ˈhʌmɪŋ)	u:	Fruit (fru:t), you (ju:), through (θru:), soon (su:n),
ʊ	Stood (stʊd), hood (hʊd), goodbye (gʊdˈbaɪ), full (fʊl)	ɔ:	Small (smɔ:l), all (ɔ:l), strawberry (ˈstrɔ:bəri:z), forth (fɔ:θ), called (kɔ:ld),
ɒ	Forest (ˈfɒrɪst), what (wɒt), promises (ˈprɒmɪs)		
ə	And (ənd), the (ðə), a (ə), towards (təˈwɔ:dz), another (əˈnʌðə)		
CONSONANTS			

[p]	pretty ('prɪti), stop (stɒp), path (pɑːθ), popping ('pɒpɪŋ), peeped (piːpt)	[ŋ]	humming ('hʌmɪŋ), saying ('seɪŋ), riding ('raɪdɪŋ), laying ('leɪŋ), invitingly (ɪn'vaɪtɪŋli),
[b]	but (bət), be (bi), big (bɪg), back (bæk), butterfly ('bʌtəflaɪ)	[w]	once (wʌns), wood (wʊd), will (wɪl), was (wəz), wise (waɪz)
[m]	mummy ('mʌmi), remembered (rɪ'membəd), mouth (maʊθ), humming ('hʌmɪŋ)	[s]	stopping ('stɒpɪŋ), seeing ('seɪŋ), so (səʊ), suddenly ('sʌdnli), this (ðɪs)
[v]	very (veri), of (əv), invitingly (ɪn'vaɪtɪŋli),	[z]	as (əz), was (wəz), leaves (liːvz), words (wɜːdz), is (ɪz)
[f]	full (fʊl), forget (fə'get), off (ɒf), forest ('fɒrɪst)	[n]	intention (ɪn'tenʃənz), nice (naɪs), known (nəʊn), and (ænd), one (wʌn)
[ð]	the (ðə), mother ('mʌðər), another (ə'nʌðər), this (ðɪs), without (wɪ'ðaʊt)	[h]	hood (hʊd), home (həʊm), harm (hɑːm), hurried ('hʌrɪd)
[θ]	thicker ('θɪkər), mouth (maʊθ), through (θruː), forth (fɔːθ)	[ʔ]	-
[t]	time (taɪm), to (tə), take (teɪk), what (wɒt)	[ʃ]/[ʒ]	she (ʃi), delicious (dɪ'lɪʃəs), intention (ɪn'tenʃənz)
[d]	don't (dəʊnt), day (deɪ), delicious (dɪ'lɪʃəs), garden (gɑːdn)	[ʒ]/[ʒ]	-
[l]	little ('lɪtl), laying ('leɪŋ), lovely ('lʌvli), ill (ɪl), last (lɑːst)	[ç]/[tʃ]	chase (tʃeɪs), catch (kæʃ),
[r]	red (rɛd), riding ('raɪdɪŋ), remembered (rɪ'membəd), run (rʌn)	[j]/[dʒ]	just (dʒʌst), cottage ('kɒtɪdʒ)
[k]	cakes (keɪks), cottage ('kɒtɪdʒ), come (kʌm), kissed (kɪst), catch (kæʃ)	[j]	you (ju), yummy ('jʌmi), yellow ('jeləʊ)
[g],	girl (gɜːl), goodbye (gʊd'baɪ), ground (graʊnd), gate (geɪt)		

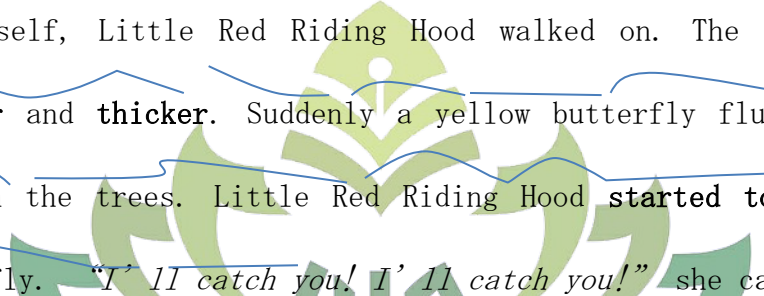
DIPHTHONGS			
ɪə	-	aɪ	time (taɪm), riding ('raɪdɪŋ), goodbye (gʊd'baɪ),
eə	careful ('keəfəl), they're (ðeə)	ɔɪ	-
eɪ	day (deɪ), waved (weɪvd), gate (geɪt)	əʊ	known (nəʊn), don't (dəʊnt), no (nəʊ), over ('əʊvə), yellow ('jeləʊ)
ʊə	-	aʊ	without (wɪ'daʊt), ground (graʊnd), mouth (maʊθ)

STRESSES AND INTONATION

Once upon a time in the middle of a thick forest stood a small cottage, the home of a pretty little girl known to everyone as Little Red Riding Hood. One day, her Mummy waved her goodbye at the garden gate, saying: "Grandma is ill. Take her this basket of cakes, but be very careful. Keep to the path through the wood and don't ever stop. That way, you will come to no harm." Little Red Riding Hood kissed her mother and ran off. "Don't worry," she said, "I'll run all the way to Grandma's without stopping." Full of good intentions, the little girl made her way through the wood, but she was soon to forget her mother's wise words.

"What lovely strawberries! And so red." Laying her basket on the ground, Little Red Riding Hood bent over the strawberry

plants. *"They' re nice and ripe, and so big! Yummy! Delicious! Just another one. And one more. **This** is the last. Well, this one Mmmm."* The **red fruit** peeped invitingly through the leaves in the grassy glade, and Little Red Riding Hood ran **back** and **forth** popping **straw**berries into her mouth. Suddenly she remembered her mother, her promise, **Grandma** and the basket and hurried back towards the path. The basket was still in the grass and, humming to herself, Little Red Riding Hood walked on. The wood became **thicker** and **thicker**. Suddenly a yellow butterfly fluttered down through the trees. Little Red Riding Hood **started to chase** the butterfly. *"I' ll catch you! I' ll catch you!"* she called.



Appendix 8

Validation of the instrument

For each question, please give your response by ticking (✓) a box representing your choice!

No	Features	Questions	Yes	No	Comment
1	Instrument	Does the instrument of the test cover all aspects measured? (individual sound/intonation/stress)			
		Is the kind of the test effective enough to measure the aspects measured?			
2	Assessment	Does the scoring rubric cover all aspects measured?			
		Is the scoring rubric understandable?			
		Does the scoring rubric measure the aspects accurately?			
3	Procedure	Is the time allocation quite effective?			
		Is the instruction of the instrument clear enough to be followed?			

General comments

Please give any personal comment or suggestion you may have concerning to the test development!

.....

Validator,

Tini Eviria, S.Pd
 NIP 197802118 2008012004

Appendix 9

The Result of Reliability Test Using Intra-Class Coefficient Correlation

1. Control Class Pre-test

Reliability Statistics

Cronbach's Alpha	N of Items
.941	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.889 ^b	.792	.943	17.082	34	34	.000
Average Measures	.941 ^c	.884	.970	17.082	34	34	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

2. Control Class Post-test

Reliability Statistics

Cronbach's Alpha	N of Items
.939	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.886 ^b	.786	.941	16.503	34	34	.000
Average Measures	.939 ^c	.880	.969	16.503	34	34	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

3. Experimental Class Pre-test

Reliability Statistics

Cronbach's Alpha	N of Items
.924	2

Intraclass Correlation Coefficient

	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.859 ^b	.736	.927	13.157	33	33	.000
Average Measures	.924 ^c	.848	.962	13.157	33	33	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

4. Experimental Class Post-test

Reliability Statistics

Cronbach's Alpha	N of Items
.919	2

Intraclass Correlation Coefficient

	Intraclass	95% Confidence Interval	F Test with True Value 0
--	------------	-------------------------	--------------------------

	Correlation ^a	Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.850 ^b	.720	.922	12.300	33	33	.000
Average Measures	.919 ^c	.837	.959	12.300	33	33	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

Appendix 10

Students' Name of Experimental Class and Control Class

No	Experimental Class		No	Control Class	
	Students' Name	Code		Students' Name	Code
1	Agnes Monalisa	E1	1	Agnes Larasaty AW	C1
2	Analisa Afriliani	E2	2	Angga Revanza	C2
3	Andrean Anggara	E3	3	Bintang Maharani R	C3
4	Anggi Rahmadani	E4	4	Desti Lutfika Safitri	C4
5	Anju Marasiroha M	E5	5	Dhiyyar Rauha Hasan	C5
6	Ariya Annisa Izzati R	E6	6	Ella Amnda	C6
7	Arni Kusmiati	E7	7	Fahri Ramadhan	C7
8	Arya Orlando Sadeva	E8	8	Feny Tri Martina	C8
9	Ayu Lestari	E9	9	Ferdy Febrinandy M	C9
10	Ayu Ningtiyas	E10	10	Hegar Rifaldi	C10
11	Bagas Satriya	E11	11	I Made Dandi Saputra	C11
12	Cyntia Putri Wahyuni	E12	12	Jesshica Wahyuning	C12
13	Della Alvia Kusuma P	E13	13	Lola Putri Anggraini	C13
14	Dewa Ayu Ketut N	E14	14	M. Rafly	C14
15	Duta Karunia R	E15	15	Marselia Putri	C15
16	Fadli Ramadhanu	E16	16	Muhammad Said R A	C16
17	Fahrul Aditya	E17	17	Ni Komang Aguwita P	C17
18	Hadisti Laili Wardani	E18	18	Ni Made Natasya	C18
19	Heru Satria	E19	19	Ni Putu Dina Dara L	C19
20	Irgi Dwi Susanto	E20	20	Nur Kartika Sari	C20
21	Jonathan Adrian	E21	21	Nur Zahina Wahyu K	C21
22	Lilis Lestari	E22	22	Nurul latifa	C22
23	Lowis Roy Figo S	E23	23	Rizki Melinda Sari	C23
24	Luki Tantriani	E24	24	Rizki Septicho Hidayat	C24
25	Made Ria Enjelina	E25	25	Saipul Pramudia	C25

26	M. Sabili Okta Pandi	E26		26	Salsabila Aini	C26
27	Nabila Dea Putri M	E27		27	Shifa Qana Laila	C27
28	Nurul Mujahidah	E28		28	Siti Kurniati	C28
29	Ririn	E29		29	Siti Nurhaliza	C29
30	Rizal Sofyan Sinaga	E30		30	Tri Ayu Hasanah	C30
31	Sellya Nara KArtika	E31		31	Tri Riyanti Lesatri	C31
32	Uli Tri Ningtias	E32		32	Tubagus M Zidan A A	C32
33	Vera Nurita	E33		33	Veranika Maharani	C33
34	Yesa Ayuna Sari	E34		34	Windy Arini	C34
35				35	Zizou Al Durra	C35

Experimental Class

Total: 34 Students

Male: 13 students

Female: 21 Students

Control Class

Total: 35 Students

Male: 12 students

Female: 23 Students

Appendix 11**Result of Pre-test and Post-test****Experimental Class**

No	Students' Code	Pre-test				Post-test			
		Rater 1	Rater 2	Σ		Rater 1	Rater 2	Σ	
1	E1	2	2	2	40	3	4	3.5	70
2	E2	2	3	2.5	50	3	3	3	60
3	E3	2	2	2	40	3	3	3	60
4	E4	1	1	1	20	1	2	1.5	30
5	E5	2	2	2	40	3	3	3	60
6	E6	3	3	3	60	4	4	4	80
7	E7	3	3	3	60	3	4	3.5	70
8	E8	1	1	1	20	2	2	2	40
9	E9	2	3	2.5	50	3	3	3	60
10	E10	2	3	2.5	50	3	3	3	60
11	E11	3	4	3.5	70	3	4	3.5	70
12	E12	3	3	3	60	4	4	4	80
13	E13	2	2	2	40	3	3	3	60
14	E14	3	2	2.5	50	3	3	3	60
15	E15	3	3	3	60	5	4	4.5	90
16	E16	4	4	4	80	5	5	5	100
17	E17	2	2	2	40	3	3	3	60
18	E18	3	3	3	60	4	4	4	80

19	E19	2	2	2	40	4	4	4	80
20	E20	4	4	4	80	5	5	5	100
21	E21	4	4	4	80	5	5	5	100
22	E22	2	2	2	40	2	2	2	40
23	E23	4	4	4	80	4	5	4.5	90
24	E24	3	3	3	60	4	4	4	80
25	E25	2	2	2	40	3	3	3	60
26	E26	2	2	2	40	4	4	4	80
27	E27	4	4	4	80	4	5	4.5	90
28	E28	2	2	2	40	3	3	3	60
29	E29	3	2	2.5	50	3	4	3.5	70
30	E30	3	3	3	60	4	4	4	80
31	E31	3	4	3.5	70	3	4	3.5	70
32	E32	2	2	2	40	3	3	3	60
33	E33	2	2	2	40	3	3	3	60
34	E34	3	3	3	60	4	4	4	80
TOTAL		88	91	89.5	1790	116	123	119.5	2390
AVERAGE		2.59	2.67	2.63	52.6	3.41	3.61	3.51	70.29

Control Class

No	Students' Code	Pre-test				Post-test			
		Rater 1	Rater 2	Σ		Rater 1	Rater 2	Σ	
1	C1	4	4	4	80	4	5	4.5	90
2	C2	2	2	2	40	2	2	2	40
3	C3	4	3	3.5	70	4	4	4	80
4	C4	2	2	2	40	3	4	3.5	70
5	C5	3	3	3	60	3	3	3	60
6	C6	2	3	2.5	50	3	3	3	60
7	C7	2	2	4	80	3	3	3	60
8	C8	4	4	4	80	4	4	4	80
9	C9	2	2	2	40	3	3	3	60
10	C10	2	2	2	40	3	3	3	60
11	C11	2	2	2	40	1	2	1.5	30
12	C12	3	3	3	60	4	4	4	80
13	C13	1	1	1	20	1	2	1.5	30
14	C14	3	3	3	60	4	5	4.5	90

15	C15	2	3	2.5	50	2	2	2	40
16	C16	2	2	2	40	2	2	2	40
17	C17	3	3	3	60	4	4	4	80
18	C18	2	2	2	40	4	4	4	80
19	C19	2	2	2	40	2	2	2	40
20	C20	1	1	1	20	2	2	2	40
21	C21	2	3	2.5	50	3	3	3	60
22	C22	2	2	2	40	3	2	2.5	50
23	C23	2	2	2	40	3	3	3	60
24	C24	3	3	3	60	3	3	3	60
25	C25	4	4	4	80	4	5	4.5	90
26	C26	2	3	2.5	50	2	3	2.5	50
27	C27	3	3	3	60	3	3	3	60
28	C28	3	3	3	60	3	3	3	60
29	C29	2	2	2	40	1	1	1	20
30	C30	3	3	3	60	4	4	4	80
31	C31	3	3	3	60	3	3	3	60
32	C32	4	4	4	80	4	4	4	80
33	C33	3	3	3	60	3	3	3	60
34	C34	2	2	2	40	2	1	1.5	30
35	C35	4	5	4.5	90	5	5	5	100
TOTAL		90	94	92	1880	104	109	106.5	2130
AVERAGE		2.57	2.68	2.62	52,4	2.97	3.11	3.04	60.8

Appendix 12

The result of Normality Test

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Pre-test	.192	34	.003	.907	34	.007
	Experimental Post-test	.182	34	.006	.931	34	.034
	Control Pre-test	.188	35	.003	.917	35	.012
	Control Pos-test	.174	35	.009	.947	35	.089

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Pre-test	.192	34	.003	.907	34	.007
	Experimental Post-test	.182	34	.006	.931	34	.034
	Control Pre-test	.188	35	.003	.917	35	.012
	Control Pos-test	.174	35	.009	.947	35	.089

a. Lilliefors Significance Correction

From the table there are two tables which show different normality test result. The Kolmogorov-Smirnof table shows that the normality test for pre-test in experiemental class and control class are not normal. However, the Kolmogorov-Smirnof is technically not used for $n < 50$. Thus the Shpiro-wilk is considerably appropriate to be used in this case for $n < 50$. So that, the Shapiro-Wilk table shows that the value passed the minimum value 0.05. It means that the data distribution was normal.

Appendix 13

The Result of Homogeneity Test

1. Pre-test

Test of Homogeneity of Variances

Hasil Test

Levene Statistic	df1	df2	Sig.
.064	1	67	.801

2. Post-test

Test of Homogeneity of Variances

Hasil Test

Levene Statistic	df1	df2	Sig.
.603	1	67	.440

The result of homogeneity test showed that the data were homogenous for both pre-test and post-test. The result of pre-test homogeneity test was 0.801 and the post-test homogeneity test was 0.440. Those two values passed the minimum value 0.05 which meant that the data obtained were homogenous.



Appendix 14

The Analysis of Hypothesis and Hypothetical Test

Control Class				Experimental Class			
Subject	Pre-test (Y ₁)	Post-test (Y ₂)	Gain (Y)	Subject	Pre-test (X ₁)	Post-test (X ₂)	Gain (X)
C1	80	90	10	E1	40	70	30
C2	40	40	0	E2	50	60	10
C3	70	80	10	E3	40	60	20
C4	40	70	30	E4	20	30	10
C5	60	60	0	E5	40	60	20
C6	50	60	10	E6	60	80	20
C7	80	60	-20	E7	60	70	10
C8	80	80	0	E8	20	40	20
C9	40	60	20	E9	50	60	10

C10	40	60	20		E10	50	60	10	
C11	40	30	-10		E11	70	70	0	
C12	60	80	20		E12	60	80	20	
C13	20	30	10		E13	40	60	20	
C14	60	90	30		E14	50	60	10	
C15	50	40	-10		E15	60	90	30	
C16	40	40	0		E16	80	100	20	
C17	60	80	20		E17	40	60	20	
C18	40	80	40		E18	60	80	20	
C19	40	40	0		E19	40	80	40	
C20	20	40	20		E20	80	100	20	
C21	50	60	10		E21	80	100	20	
C22	40	50	10		E22	40	40	0	
C23	40	60	20		E23	80	90	10	
C24	60	60	10		E24	60	80	20	
C25	80	90	10		E25	40	60	20	
C26	50	50	0		E26	40	80	40	
C27	60	60	0		E27	80	90	10	
C28	60	60	0		E28	40	60	20	
C29	40	20	-20		E29	50	70	30	
C30	60	80	20		E30	60	80	20	
C31	60	60	0		E31	70	70	0	
C32	80	80	0		E32	40	60	20	
C33	60	60	0		E33	40	60	20	
C34	40	30	-10		E34	60	80	20	
C35	90	100	10						
Σ	1880	2130	260			1790	2390	610	
My			7.42		Mx			17.94	
Variance			184.37					89.57	
SD			13.57					9.46	

The Hypothetical Analysis by Using Independent T-test

In examining the hypothesis, the researcher managed to use the manual formulation of Independent t-test which arranged below:

$$t = \frac{X1 - X2}{\sqrt{\frac{(n1 - 1)S1 + (n2 - 1)S2}{n1 + n2 - 2} \left(\frac{1}{n1} + \frac{1}{n2} \right)}}$$

Where:

X1: Mean of gain in experimental class

X_2 : Mean of gain in control class
 S_1 : Variance of experimental class
 S_2 : Variance of control class
 n_1 : Number of students in experimental class
 n_2 : Number of students in control class

Before starting on the computation, the researcher needed to find the value of variance in both classes. With the help of mathematical calculation the variance of experimental class was 89.57 and the control class was 184.37. However, the mean of two groups and the number of students in both classes were already calculated. Thus, the t-test calculation can be described below:

$$\begin{aligned}
 t &= \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)S_1 + (n_2 - 1)S_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 t &= \frac{17.94 - 7.42}{\sqrt{\frac{(34 - 1)89.57 + (35 - 1)184.37}{34 + 35 - 2} \left(\frac{1}{34} + \frac{1}{35}\right)}} \\
 &= \frac{10.52}{\sqrt{\frac{(33)89.57 + (34)184.37}{67} \left(\frac{2}{69}\right)}} \\
 &= \frac{10.52}{\sqrt{\frac{2995.81 + 6268}{67} (0.029)}} \\
 &= \frac{10.52}{\sqrt{138.27}(0.029)} \\
 &= \frac{10.52}{\sqrt{4.00}} \\
 &= \frac{10.52}{2} = 5.26
 \end{aligned}$$

$$df = (n_1 + n_2 - 2) = (33 + 32 - 2) = 67$$

The result of t-test computation showed was 5.26 while the df or degree of freedom (number of sample in both classes) was 67. To know the interpretation of the result, the $t_{critical}$ should be measured first (in range of 0.05) and it was obtained 1.996 as critical value. Therefore $t_{observed} > t_{critical}$ showed by $5.26 > 1.996$ which meant that there was significant influence of using digital story towards students pronunciation mastery at the tenth grade of second semester of SMA N 1 Sidomulyo in the academic year 2018/2019.



Appendix 15

Description of Treatments

1. Experimental Class

a. Description of the First Treatment

On the first treatment, the researcher began to apply the treatment on students' classroom activity. The digital story used was two minutes and thirty-three seconds of fable story about two animals that kindly helped each other in danger namely "The Ant and the Bird". As media, digital story was aimed to help students learn narrative text and

pronunciation easier rather than learning it from textbook. However, in teaching pronunciation, the researcher applied drilling technique to build students' pronunciation mastery. The researcher moreover implemented the scientific approach in the process of learning: observing, questioning, experimenting, associating, and communicating.

In observing, the researcher firstly showed some vocabularies relating to the video in order to help students learn new vocabularies and got them know at first of how the words were pronounced in the video. The chosen words were presented by using LCD projector in form of images and text headlines so the students had a clear image on how those words would be pronounced. Some vocabularies learnt from the first meeting were *ant*, *summer*, *gust*, *leaf*, *heard*, *saved*, *bow* and *arrow*. Moreover, to attract students' attention, the vocabularies were written with missing letter so students were trying to guess the words. After they completed the words, they were asked to pronounce the words with the help of teacher. They pronounced the words repeatedly until they were correct. Next, the video of "The Ant the Bird" played for the first time and students paid attention to the video.

In questioning and experimenting, the teacher threw some easy questions based on the video. They answered one by one on what they had seen on the story. The teacher then guided them to mention words and wrote those words on white board. The students were commanded to pronounce the words that had been mentioned. The teacher distributed the

video transcription which had been modified to match the purpose in teaching intonation and stress. To clarify the correct pronunciation, the teacher played the video for the second time in play-and-pause so students tried to match their pronunciation with the video. As the process went on respectively, the teacher corrected students' performance on the spelling, stress and intonation.

In associating and communicating, the teacher explained the material that had been practiced. The explanation was transferred by showing PowerPoint presentation which was projected to the white board. The presentation contained all parts of narrative text material such as its definition, purpose, generic structure, kinds of narrative text and some examples. The teacher tried to associate students' practice back then to the material so they had a better understanding. Students freely asked whether they found a difficulty during the classroom activity. The teacher furthermore gave them feedback on their problems of understanding by giving them related examples so the students were well comprehended.

On the closing or post-teaching, the students were given a chance to share their problems during the learning. Indeed, they asked one by one some words in English and how to pronounce each of those. They were so enthusiast to know and learn new knowledge especially in pronunciation and narrative text.

b. Description of Second Treatment

On the second treatment, the teacher did the same thing as the previous meeting. The treatment was conducted by playing a different narrative video entitled “The Treasure in the Vineyard”. This time students had an additional lesson of pronunciation which was learning how to read text with proper intonation and stress. The transcript of the video was also provided but added with some curving-guideline to practice on rising or falling their voices. The stress of words was also recognized by the bold words to show that particular words needed to be emphasized.

The teaching process, afterward, started by reviewing some vocabularies within the video that would be played. As usual, the vocabularies were presented through missing letters and image so students were challenged to guess and answer. Some vocabularies that were practiced: *fruit, grapes, vineyard, grape farmer, excitement, and treasure*. Some of the students had already known how to correctly pronounce the words, but the rests still confused. The teacher then guided them to make some improvements by correcting their pronunciation.

In observing and questioning, “The Treasure in the Vineyard” video was played for the first time. The students watched the video and they were asked to catch any information that probably helped them to learn new things. After the video was played, the teacher questioned on what the video was about. They were expected to get the core of a story and could explain it well enough.

In experimenting, the students tried to practice reading the text as whole. The teacher distributed the transcript of video and commanded the students to work with their desk-mate. The video was played for the second time and the students needed to focus on particular sentences in a paragraph which already marked with curving-line. The curving-line guideline was aimed to give students a managed direction in reading the text. The video again was played in play-and-pause to make sure that students could practice by hearing and imitating the sounds.

In associating, students were given correction and appreciation to what they had practiced. The teacher then explained on what the video was about. The teacher in addition gave some tips and trick regarding to pronunciation practice. The teacher then gave them a material on how stress and give an intonation. The students paid attention of teacher's explanation.

In communicating, students had an opportunity to share on how they felt and thought during the learning process. Some of students said that it was difficult to give stress and intonation because they were new to do such things in reading the text. They furthermore stated that they confused to do it. By result, the teacher then appreciated them by giving them solutions.

c. Description of Third Treatment

On the last treatment, the teacher provided a different video of narrative text. The video was entitled "The Milkmaid and Her Pail". The

transcript of video was still given but with the absence of curving-line. This time, the students were expected to get their ability in reading with good pronunciation improved. Because the teaching process was not much changed, only some, the students had already understood the pattern of classroom activity.

In observing and questioning, students firstly reviewed on the vocabularies which would be in the video. The vocabularies were shown by PowerPoint presentation. The students found some vocabularies which were new for them such as: *Milkmaid and Pail*. Additionally, they were also hard to pronounce the word “cow” correctly. Then the teacher gave them a practice and a brief explanation to what students misunderstood. After that, the video of *The Milkmaid and Her Pail* was played and the students watched it. Some questions were also given to them relating to the video.

In experimenting, the students received a transcript for the video. Then they were asked to pay attention on the video and the transcript. To get better understanding on stress and intonation, students were suggested to make a curving-line as what they were usually provided. The teacher then played and gave pause on the video and students drew the line based on how the voice went through the video. After the line finished, they were asked to practice reading on the text with the help of curving-line they made by themselves. Once in a while, the teacher corrected their mistakes and guided them to read the text.

In associating, the video was broken down into an explanation. The students one by one were asked to make sure that they had already understood the material given. Some students were asked to come in front of the class to present their work as examples. Some corrections were also given for the presenters as they made mispronouncing. The teacher then praised them with an appreciation so students felt satisfied on their learning.

In communicating, the students devoted their difficulty during the learning. They were also given time to make a conclusion verbally or to write it their notes. The teacher then gave them feedback during the communicating so students felt appreciated and helped.

2. Control Class

a. Description of First Treatment

On the first treatment, the teacher took a legend story from Japan entitled “Issumboshi”. The text was long so the teacher decided to divide the text for the first and second meeting. As what the major problem for the most students were vocabulary, the teacher started the material with the review of vocabularies on the text. The vocabularies included were past-tense verbs ending with –ed sound and particular words which uncommon or new for most students.

In observing and questioning, the teacher wrote down the list of words on the whiteboard such as *once, lived, God, looked, heard, bullied,*

encourage, chopstick, sheathed. Students were asked some questions relating to the vocabularies given. They then tried to pronounce those words the best they could followed by teacher's guidance. Some of the words somehow caused mispronouncing for the students. Hence, the teacher clarified their mistakes until they well understood.

In experimenting, the teacher encouraged students to read the text. In advanced, the text was distributed to the students—a paper for a pair. To give a model for students, the teacher at first read the text until the last sentence. The students gave their focus on listening the teacher voice in every words and sentences. After the teacher stopped to read, the students tried to read aloud the text until finished. The last on their experimenting section, they were practiced to repeat how the teacher read the text line by line until they got themselves well understood.

In associating and communicating, the teacher explained the material concerning to the practice given. The teacher tried to correlate students' practicing on the examples of material which was all about narrative text and pronunciation. All description on narrative text was explained consisting of the definition, kinds, purpose, and generic structure. The teacher moreover added on some explanation to pronunciation in order to satisfy the students' curiosity. Students were asked also to give a conclusion so that the teacher could know whether the teaching process was successfully conducted.

In the closing, the students were also given a chance to share their difficulty during the learning and at the same time were answered by the teacher. At last, the teacher had the students to pray and ceased the lesson.

b. Description of Second Treatment

On the second meeting, the steps of teaching and learning did not really change. What made this no difference that the text used for the second meeting was the same text as the previous one, Issumboshi. It was because the text from the textbook was quite long for the students to be practiced on reading, thus the teacher decided to divide the text into two meetings to make it efficient and effective.

In observing and questioning, the students had the review on some chosen vocabularies from the text such as *anchored*, *climbed*, *viewed*, *arrived*, *retainer*, *buzzing*, *appeared*, *demons*, *jabbed*, and *rolled over*. These vocabularies were mostly unfamiliar verbs for the students and were largely -ed ending verbs that somehow were difficult to pronounce. The teacher then word by word pronounced the list and had the students to repeat after it. To correct students' pronunciation and to ease on difficult words, the teacher exemplified other words which were phonetically alike and generally known in order to direct students into better understanding.

In experimenting, students started practicing the Issumboshi text which previously used. Before working on the words, the students were asked to understand the content of text. After that, the teacher continued on firstly reading the text and guided the students to pay attention on what

and how the teacher read the text. They in turn read the text loudly based on listening to the teacher. The second repetition on the text then was read by the teacher, but detailed in repeating sentence by sentence. This process went through drilling technique until all sentences were dictated and students' mistakes were all corrected.

In associating and communicating, the students listened to the teacher explanation consisting of pronunciation areas and narrative text content. The teacher described on what the text taught students about and why it related on their social life. The pronunciation practiced was also discussed regarding to some features on spelling, stress and intonation. The teacher added in a while some features of pronunciation namely connected speech so students were expected to read the text smoothly and fluently. During the explanation, the teacher also put the students into practicing back then so all practice was intensely connected. And to make sure students absorbing the material, they were given a chance to make a conclusion on the process given, and furthermore freely shared their personal problems during the teaching and learning process. The teacher then expelled some feedback on the problem uttered.

Lastly, the teacher ended the class by praying and gave some instruction for the next meeting.

c. Description of Third Treatment

On the last treatment using textbook, the teaching process remained the same. While it started, the students had felt acknowledgeable to the

teaching steps so the teaching process went easier. The material used for practicing pronunciation and learning narrative text was still taken from textbook. The narrative text was a story from west Sumatra which was Malin Kundang. As usual, the text was copied in equal to students' number (in a pair) and was hand out to them to be used for practicing pronunciation.

In observing and questioning, the teacher wrote some vocabularies which were part of the word text. The written words were *beach, passed, sailing, merchant, wealthy, allowed, crews, pleaded, enraged, apologize, laughed*. The students then verbally practiced the provided words, thus the teacher corrected to their performances. Some of words were new for the students and they kept practicing those words respectively through drilling technique. As the process went on, the teacher also gave them some questions related to the words.

In experimenting, students were handed a piece of paper of text from the teacher and were ready to read it together. Prior to the practicing, they firstly asked to understand the story content with their desk-mate. The teacher then questioned students on what they had understood from the text: its characterization, setting, issues, and moral value. After all were explained, the teacher started the practicing by reading the text until it finished. The students should pay attention on how the teacher read the text as part of understanding the instruction. The next activity, the text was read by the students exactly based on what they had heard from the

teacher. To achieve improvement, some mistakes which students made were corrected during their performance. After getting correctness, the teacher read again the text sentence by sentence and took carefully emphasizing on pronunciation areas: spelling, stress and intonation. The process went on until the students well understood.

In associating and communicating, the teacher showed appreciation by giving simple informal assessment: *well done!* After that, the teacher explained the material on narrative text and pronunciation features. The students claimed on attention to the teacher's explanation as a process of learning language. The text which practiced was broken down into section of description on narrative text. Some students wrote a note on material on their own book as a part of appreciating new knowledge. The teacher then guided them to practice the text if they were still burden to read the text. To bound the material altogether, the teacher let the students concluded the material given. The teacher then gave feedback to students as the last process in learning.

In the closing, the teacher ceased the teaching process by greeting and praying together. The last comment, the teacher reminded the students that the next meeting would be a post-test, and the students had to prepare on it. The class ended as the teacher waved a goodbye out of the door.



Appendix 16 (Experimental Class)

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3.8/ 4.8)**

Nama Sekolah	: SMA N 1 SIDOMULYO.
Mata Pelajaran	: Bahasa Inggris.
Kelas/semester	: X/2
Materi Pokok	: Fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytale/fable/legend sesuai dengan konteks penggunaannya.
Alokasi Waktu	: 6 x 45 menit (3 Pertemuan)

I. Kompetensi Inti (KI)

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

II. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytale/fable/legend sesuai dengan konteks penggunaannya	<ol style="list-style-type: none"> 1. Mengidentifikasi fungsi sosial beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytale/fable/legend sesuai dengan konteks penggunaannya. 2. Mengidentifikasi struktur teks, beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi fairytale/fablelegend sesuai

	<p>dengan konteks penggunaannya.</p> <p>3. Mengidentifikasi unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytale/fable/legend sesuai dengan konteks penggunaannya.</p>
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait fairytale/fable sesuai dengan konteks penggunaannya.</p>	<p>1. Memahami makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis sederhana.</p> <p>2. Melafalkan kata/kalimat/paragraf dalam teks naratif lisan dan tulis.</p> <p>3. Membaca kata/kalimat/paragraph dengan intonasi dan penekanan.</p>

Karakter: Religius, peduli, tanggungjawab, disiplin dan gotong royong.

III. Tujuan Pembelajaran

➤ Pertama

Setelah mengalami serangkaian pembelajaran siswa dapat:

1. Menunjukkan perilaku religious.
2. Memahami makna yang terdapat dalam video narrative dengan cermat.
3. Melafalkan tiap-tiap kata yang terdapat dalam video dengan tepat.
4. Membedakan bunyi dalam tiap-tiap kata dengan baik.

➤ Kedua

Setelah mengalami serangkaian pembelajaran siswa dapat:

1. Menunjukkan perilaku jujur.
2. Memahami makna yang terdapat dalam video narrative dengan cermat.
3. Melafalkan kalimat-kalimat yang terdapat dalam video dengan baik.

4. Menggunakan tekanan dan intonasi dalam kalimat dengan tepat.

➤ **Ketiga**

Setelah mengalami serangkaian pembelajaran siswa dapat:

1. Menunjukkan perilaku bertanggungjawab.
2. Memahami makna yang terdapat dalam video narrative dengan cermat.
3. Membacakan paragraf dalam teks video dengan benar.
4. Menggunakan tekanan dan intonasi dalam paragraph dengan tepat.

IV. Materi Pembelajaran

- Fungsi sosial : Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
- Struktur Teks :
- Orientasi
 - Komplikasi
 - Resolusi
 - Orientasi ulang
- Unsur Kebahasaan:
- Kalimat-kalimat dalam *simple past tense*, *past continuous*, dan lainnya yang relevan
 - Kosakata: terkait karakter, watak, dan setting dalam legenda
 - Adverbia penghubung dan penunjuk waktu
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik : Fairytale/fable/legend yang dapat menumbuhkan perilaku yang termuat di KI

A. Pertemuan Pertama

- Narrative text is a kind of text that retell story from the past.
- Narrative text has several types:
 1. Fairy tales
 2. Fables
 3. Legend or myth

4. Personal narrative

- Narrative text is aimed to amuse or to entertain the reader/listener and deal with actual or vicarious experience in different ways.
- Generic structure of narrative text:
 1. Orientation (introduce the participant and setting: who, where, when, when)
 2. Complication (the problem arises)
 3. Resolution (the problem is resolved)
- Transcript of Video

“The Ant and The Bird”

On a hot summer day, a little ant went down to the river for some water. As the little ant walked to the tip of the leaf to get a drink of water a sudden guss of wind blew him into the river.

“Help! Help! Someone please help!”

Nearby, a resting bird in a tree heard the ant screaming for help and went to see what’s going on

“Oh no little ant! I am going to throw you a leaf, get on top of it, okey?”

Thanks a leaf, the ant was saved and he was able to make it back onto the land again.

“Phew! I am saved!” “Thank you so much I will never forget what you did for me!”

When the little ant looked up, to look at the bird, he saw a hunter aiming his bow and arrow at his new bird friend.

“It’s a hunter!”. “Friend! Watch out!”. There’s a hunter!”. “Quick! Fly away friend!” “fly away”.

Even after the ant’s cries, the bird still no clue as to what’s going on. The little ant didn’t know what to do except bite the hunter’s foot. The hunter threw down his bow and arrows and hopped in pain.

“Ouch! Ouch!”

The screaming startled the bird. He saw the hunter and quickly flew away.

“Thank you ant, you saved my life”

“And you saved mine! Thank you so much”

B. Pertemuan Kedua

- Transcript of video

“The Treasure in the Vineyard”

There once lived a grape grower with a vast vineyard. This grape grower had two lazy sons.

“Boys, come and help!” Then you can learn how to care for the grapes.”

“Aw Dad, you are better at it so you do it. We are going to hang out with our friends”.

Although the father was eager to teach the boys, they were never interested in learning. One day the farmer came down with serious illness. So he called his sons to leave his last words.

“I hid a treasure in a vineyard for the two of you. When I am gone, make sure you search for it together.”

After he passed away, the two sons went out to search for treasure. But it wasn't easy finding the treasure that was buried in the vineyard.

“How in the world are we going to find a treasure here?”

They continued to dig day and night. However, there was still no treasure. Time passed and autumn arrived.

“Wow! Come here and look at this plump grapes.” “Have you ever seen such big and juicy-looking grapes before?”

“No, never. And they are as sweet as honey too!”

The two sons jump with excitement and exclaimed.

“This is the treasure Father was talking about.”

“You are right! He was trying to show us how to enjoy the fruits of our hard labor.”

C. Pertemuan Ketiga

- Transcript for video

“The Milkmaid and Her Pail”

Once, there was a little milkmaid, she loved daydreaming about everything.

“Look at those birds, they seems cheerful”. “Ah, the babbling brook is dancing. I love dancing.” “I could dance all day long”.

“Oh my, I should go to the market while my milk is still fresh”

The milkmaid carried her milk in a pail on her head.

“When I get money for the milk, I will buy an egg, then I will borrow a hen to sit on the egg” “After a few days, a cute little chick would come out.”

“when that little chick grows up. There’s my hen!”. “When my hen lays egg, I can get many with them.” “Waw, what shall I do with all that money?”. “That’s right! I am going to buy princess dress.” “I will look so beautiful when I wear that dress”

“Everyone at the party will fall in love with me. And all of them want to dance with me”

“You look beautiful! Would you like to dance with me?”

“I will not say yes that easily. No, not today”

Then the milkmaid shook her head

“Oh no my milk!”

The milk was split and she cried all the way back to the farm.

➤ Phonetic Transcription of Videos

1. The Ant and the Bird

ʊn ə hʊt 'sʌmə deɪ, ə 'lɪtl ænt went daʊn tə ðə 'rɪvə fə səm 'wɔ:tə. əz ðə 'lɪtl ænt wɔ:kt tə ðə tɪp əv ðə li:f tə get ə drɪŋk əv 'wɔ:tər ə 'sʌdn 'gʌsɪz əv w
ɪnd blu: ɪm 'ɪntə ðə 'rɪvə. “help! help! 'sʌmwʌn pli:z help!” .

'nɪəbaɪ, ə 'rɛstɪŋ bɜ:d ɪn ə tri: hɜ:d ði ænt 'skri:mɪŋ fə help and went tə si: wɒts 'gəʊɪŋ ʊn “əʊ nəʊ 'lɪtl ænt! aɪ əm 'gəʊɪŋ tə θrəʊ ju ə li:f, get ʊn tɒp əv ɪt, 'əʊki?” θæŋks ə li:f, ði ænt wəz seɪvd and hi wəz 'eɪbl tə meɪk ɪt bæ k 'ɒntə ðə lænd ə'gen. “fju:! aɪ əm seɪvd!”

“θæŋk ju səʊ mʌf aɪ wɪl 'nevə fə'get wɒt ju dɪd fə mi:!” wen ðə 'lɪtl ænt l ʊkt ʌp, tə lʊk ət ðə bɜ:d, hi sɔ: ə 'hʌntər 'eɪmɪŋ ɪz baʊ and 'ærəʊ ət ɪz nju: bɜ:d frɛnd. “ɪts ə 'hʌntə!” . “frɛnd! wɒf aʊt!” . ðəz ə 'hʌntə!” .

“kwɪk! flʌɪ ə'weɪ frɛnd!”

“flʌɪ ə'weɪ”. 'i:vən 'ɑ:ftə ði ænts kraɪz, ðə bɜ:d stɪl nəʊ klu: əz tə wɒts 'gə

ʊŋ ɒn. ðə 'lɪtl ænt dɪdnt nəʊ wɒt tə du ɪk'sept baɪt ðə 'hʌntəz
 fʊt. ðə 'hʌntə θruː daʊn ɪz baʊ ənd 'ærəʊz ənd hɒpt ɪn peɪn.
 “aʊtʃ! aʊtʃ! ðə 'skriːmɪŋ 'stɑːtɪd ðə bɜːd. hi sɔː ðə 'hʌntə ənd 'kwɪkli fluː
 ə'weɪ.
 “θæŋk ju ænt, ju seɪvd maɪ laɪf” “ənd ju seɪvd maɪn! θæŋk ju səʊ mʌtʃ”

VOWELS			
short vowels	Words	long vowels	words
ɪ	little ('lɪtl), Tip (tɪp), River ('rɪvə), it (ɪt).	iː	Leaf (liːf), Screaming ('skriːmɪŋ), even ('iːvən)
ɛ	help (hɛlp), get (ɡet), friend(frɛnd).	ɜː	Bird (bɜːd), heard (hɜːd)
æ	Ant (ænt), Thank (θæŋk), Arrow ('ærəʊ), back (bæk)	ɑː	After ('ɑːftə)
ʌ	Much (mʌtʃ), hunter ('hʌntə), Up (ʌp), Summer ('sʌmə)	uː	New (njuː), blew (bluː), flew (fluː)
ʊ	Foot (fʊt), do (du), you (ju), onto ('ɒntʊ)	ɔː	Walked (wɔːkt), Saw (sɔː),
ɒ	on (ɒn), watch (wɒtʃ), hot (hɒt), top (tɒp)		
ə	Away (ə'weɪ), the (ðə), to (tə), of (əv)		
CONSONANTS			
[p]	Pain (peɪn), tip (tɪp), help (hɛlp), please (pliːz)	[ŋ]	Going ('gəʊɪŋ), aiming ('eɪmɪŋ), screaming ('skriːmɪŋ), thank (θæŋk)
[b]	Bird (bɜːd), bow (baʊ)	[w]	Went (wɛnt), Walked (wɔːkt), will (wɪl), wind (wɪnd)
[m]	Me (miː), am (əm), main (maɪn)	[s]	Saw (sɔː), so (səʊ), saved (seɪvd)
[v]	Saved (seɪvd), river ('rɪvə), even (even ('iːvən)), of (əv)	[z]	Gust ('ɡʌsɪz), as (əz), was (wəz), please (pliːz)
[f]	For (fə), flew (fluː), friend (frɛnd)	[n]	On (ɒn), Ant (ænt), Thank (θæŋk),
[ð]	The (ðə), there's (ðəz),	[h]	Hot (hɒt), help (hɛlp), hoped (hɒpt)
[θ]	Thank (θæŋk), throw (θrəʊ)	[ʔ]	
[t]	Tip (tɪp), to (tə), it (ɪt)	[ʃ]/[ʒ]	
[d]	Did (dɪd), didn't (dɪdnt), friend (frɛnd).	[ʒ]/[ʒ]	
[l]	Little ('lɪtl), blew (bluː), fly (flaɪ), leaf (liːf)	[ʃ]/[ʒ]	Much (mʌtʃ), ouch (aʊtʃ), watch (wɒtʃ)
[r]	Resting ('rɛstɪŋ, arrow	[dʒ]/[dʒ]	

	('æɹəʊz), hunter ('hʌntər)		
[k]	Quickly ('kwɪkli), Thank (θæŋk), clue (klu:)	[j]	You (ju), new (nju:),
[g],	Gusts ('gʌsɪz), going ('gəʊɪŋ), again (ə'ɡen)		
DIPHTHONGS			
ɪə	Nearby ('niəbaɪ),	aɪ	fly (flaɪ), nearby ('niəbaɪ), I (aɪ)
eə		ɔɪ	
eɪ	Saved (seɪvd), able ('eɪbl),	əʊ	Going ('gəʊɪŋ), oh no (əʊ nəʊ),
ʊə		aʊ	Bow (baʊ),

2. The Treasure in the Vineyard

ðeə wʌns lɪvd ə greɪp 'grəʊə wɪð ə vɑ:st 'vɪnjəd. ðɪs greɪp 'grəʊə həd tu: 'leɪzi sʌnz. "bɔɪz, kʌm ænd help!". ðen ju kən lɜ:n haʊ tə keə fə ðə greɪps." "ɔ: dæd, ju ə 'betər ət s səʊ ju du it. wɪ ə 'gəʊɪŋ tə hæŋ aʊt wɪð 'aʊə frɛndz". ɔ:l ðəʊ ðə 'fɑ:ðə wəz 'i:gə tə ti:f ðə bɔɪz. ðeɪ wə 'nevər 'ɪntrɪstɪd ɪn 'lɜ:nɪŋ. wʌn deɪ ðə 'fɑ:mə keɪm daʊn wɪð 'sɪəriəs 'ɪlnɪs. səʊ hi kɔ:ld ɪz sʌnz tə li:v ɪz lɑ:st wɜ:dz. "aɪ hɪd ə 'treɪzər ɪn ə 'vɪnjəd fə ðə tu: əv ju:. wen aɪ ə m ɡɒn, meɪk ju sɜ:f fər ɪt tə 'ɡeðə." 'ɑ:ftə hi pɑ:st ə 'weɪ, ðə tu: sʌnz w ɛnt aʊt tə sɜ:f fə 'treɪzə. bət ɪt wɒznt 'i:zi 'faɪndɪŋ ðə 'treɪzə ðæt wəz 'bɜ:ɪd ɪn ðə 'vɪnjəd. "haʊ ɪn ðə wɜ:ld ə wɪ 'gəʊɪŋ tə faɪnd ə 'treɪzə hɪə?" ðeɪ kən't mju(:)d tə dɪɡ deɪ ænd naɪt. haʊ 'evə, ðə wəz stɪl nəʊ 'treɪzə. taɪm pɑ:st ænd 'ɔ:təm ə 'raɪvd. "wəʊ ! kʌm hɪər ænd lʊk ət ðɪs plʌmp greɪps." "hæv ju 'evə sɪ:n sʌf bɪɡ ænd 'dʒu:si 'lʊkɪŋ greɪps bɪ'fɔ:?" "nəʊ, 'nevə. ænd ðeɪ ər əz swɪ:t əz 'hʌni tu:!" ðə tu: sʌnz dʒʌmp wɪð ɪk'saɪtmənt ænd ɪks'kleɪmd. "ðɪs ɪz ðə 'treɪzə 'fɑ:ðə wəz 'tɔ:kɪŋ ə 'baʊt." "ju ə raɪt ! hi wəz 'traɪŋ tə ʃəʊ əs haʊ tʊ ɪn'dʒɔɪ ðə fru:ts əv 'aʊə hɑ:d 'leɪ bə.

VOWELS			
short vowels	Words	long vowels	words
ɪ	Interested ('ɪntrɪstɪd) lived (lɪvd), with (wɪð), this (ðɪs)	i:	Eager ('i:gə), easy ('i:zi), live (li:v)
ɛ	Then (ðen), better ('betər), never ('nevər),	ɜ:	Words (wɜ:dz), learn (lɜ:n), search (sɜ:f)
æ	Dad (dæd), hang (hæŋ),	ɑ:	Farmer ('fɑ:mə), last (lɑ:st), past (pɑ:st), hard (hɑ:d), after ('ɑ:ftə)
ʌ	Once (wʌns), sons (sʌnz),	u:	Two (tu:), continued

	come (kʌm)		(kən'tɪnju(:)d), juicy ('dʒu:si)
ʊ	Do (<u>du</u>), you (<u>ju</u>), look (lʊk)	ɔ:	O (ɔ:), although (ə'l'ðəʊ), called (kɔ:ld)
ɒ	Gone (gɒn)		
ə	The (ðə), labor ('leɪbə), to (tə)		
CONSONANTS			
[p]	past (pɑ:st), plump (plʌmp),	[ŋ]	hang (hæŋ), trying ('traɪŋ), looking ('lʊkɪŋ)
[b]	Before (br'fɔ:), boys (bɔɪz), better ('betər),	[w]	We (wi), Once (wʌns), wow (wəʊ)
[m]	Make (meɪk), came (keɪm), time (taɪm)	[s]	So (səʊ), serious ('sɪəriəs), sweet (swi:t), seen (si:n)
[v]	Vast (vɑ:st), live (li:v), ever ('evə), vineyard ('vɪnjəd)	[z]	Sons (sʌnz), as (əz), was (wəz)
[f]	For (fə), famous ('fɑ:mə), friend (frendz)	[n]	No (nəʊ), in (ɪn), gone (gɒn)
[ð]	There (ðeə), with (wɪð), this (ðɪs)	[h]	Had (həd), help (hɛlp), hang (hæŋ)
[θ]	-	[ʔ]	-
[t]	Time (taɪm), trying ('traɪŋ), talking ('tɔ:kɪŋ)	[ʃ]/[ʒ]	Sure (ʃʊə), show (ʃəʊ)
[d]	Dad (dæd), called (kɔ:ld), do (<u>du</u>)	[ʒ]/[ʒ]	Treasure ('treɪʒə)
[l]	Lazy ('leɪzi), learn (lɜ:n), learning ('lɜ:nɪŋ)	[tʃ]/[ʃ]	Teach (ti:tʃ), search (sɜ:tʃ)
[r]	Right (raɪt), arrived (ə'raɪvd), grape (greɪp)	[dʒ]/[dʒ]	juicy ('dʒu:si), jump (dʒʌmp), joy ('dʒɔɪ)
[k]	Care (keə), come (kʌm), called (kɔ:ld)	[j]	You (<u>ju</u>), <u>continued</u> (kən'tɪnju(:)d)
[g]	grape (greɪp), grower ('grəʊə), going ('gəʊɪŋ)		
DIPHTHONGS			
ɪə	serious ('sɪəriəs), here (hɪər),	aɪ	arrived (ə'raɪvd), time (taɪm), I (aɪ)
eə	Care (keə),	ɔɪ	Joy ('dʒɔɪ), boys (bɔɪz)
eɪ	grape (greɪp), make (meɪk), came (keɪm)	əʊ	going ('gəʊɪŋ), show (ʃəʊ), no (nəʊ)
ʊə	Sure (ʃʊə), our ('aʊə), grower ('grəʊə)	aʊ	About (ə'baʊt), how (haʊ), wow (wəʊ)

3. The Milkmaid and Her Pail

wʌns, ðə wəz ə 'lɪtl 'mɪlkmeɪd, ʃɪ lʌvd 'deɪ dri:mɪŋ ə 'baʊt 'ɛvrɪθɪŋ. "lʊk ət ðəʊz bɜ:dz, ðeɪ si:mz 'ʃɪəfʊl".

"a:, ðə 'bæblɪŋ brʊks 'dɑ:nsɪŋ. aɪ lʌv 'dɑ:nsɪŋ."

“ai kəd dɑ:ns ɔ:l dei lɒŋ”.

“əʊ maɪ, aɪ fəd ɡəʊ tə ðə 'mɑ:kɪt waɪl maɪ mɪlk s stɪl frɛʃ” ðə 'mɪlkmeɪd 'kæɪd hə mɪlk ɪn ə peɪl ɒn hə hed. “wɛn aɪ ɡet 'mɑni fə ðə mɪlk, aɪ wɪl baɪ ən ɛɡ, ðɛn aɪ wɪl 'bɒrəʊ ə hɛn tə sɪt ɒn ði ɛɡ”

“'ɑ:f tər ə fju: deɪz, ə kju:t 'lɪtl fɪk wəd kɑmaʊt.”

“wɛn ðət 'lɪtl fɪk ɡrəʊz ʌp. ðəz maɪ hɛn!”.

“wɛn maɪ hɛn leɪz ɛɡ, aɪ kən ɡet 'mɛni wɪð ðɛm.”

“Wəʊ, wɒt fəl aɪ du wɪð ɔ:l ðət 'mɑni?”.

“ðæts raɪt! aɪ əm 'ɡəʊɪŋ tə baɪ prɪn'ses dres.”

“aɪ wɪl lʊk səʊ 'bjʊ:təfʊl wɛn aɪ weə ðət dres” “'ɛvrɪwʌn ət ðə 'pɑ:ti wɪl fə:l ɪn lʌv wɪð mi. ænd ɔ:l əv ðəm wɒnt tə dɑ:ns wɪð mi.” “ju lʊk 'bjʊ:təf ʊl ! wəd ju laɪk tə dɑ:ns wɪð mi?” “aɪ wɪl nɒt seɪ jes ðət 'i:zɪli. nəʊ, nɒt tə 'der” ðɛn ðə 'mɪlkmeɪd fʊk hə hed “əʊ nəʊ maɪ mɪlk!” ðə mɪlk wəz splɪt ə nd fɪ kraɪd ɔ:l ðə weɪ bæk tə ðə fɑ:m.

VOWELS			
short vowels	Words	long vowels	Words
ɪ	Little ('lɪtl), daydreaming ('deɪ,dri:mɪŋ), milk (mɪlk)	i:	Dreaming (dri:mɪŋ), easily ('i:zɪli)
ɛ	Egg (ɛɡ), when (wɛn), everyone ('ɛvrɪwʌn)	ɜ:	Birds (bɜ:dz)
æ	That's (ðæts), babbling ('bæblɪŋ), back (bæk)	ɑ:	Dance (dɑ:ns), after ('ɑ:f tər),
ʌ	Loved (lʌvd), money ('mʌni),	u:	Few (fju:)
ʊ	Brook (brʊk), you (ju), look (lʊk), shook (ʃʊk)	ɔ:	All (ɔ:l), fall (fɔ:l),
ɒ	Not (nɒt), want (wɒnt), on (ɒn)		
ə	About (ə'baʊt), the (ðə)		
CONSONANTS			
[p]	Pale (peɪl), up (ʌp), party ('pɑ:ti)	[ŋ]	daydreaming ('deɪ,dri:mɪŋ), babbling ('bæblɪŋ),
[b]	Birds (bɜ:dz), babbling ('bæblɪŋ),	[w]	Once (wʌns), when (wɛn), with (wɪð)
[m]	Milkmaid ('mɪlkmeɪd), money ('mʌni), market ('mɑ:kɪt)	[s]	Sit (sɪt), say (seɪ), seems (si:mz)
[v]	Loved (lʌvd), everything ('ɛvrɪθɪŋ),	[z]	That's (ðəz), seems (si:mz)
[f]	fall (fɔ:l), farm (fɑ:m), for (fə)	[n]	No (nəʊ), not (nɒt),
[ð]	That's (ðæts), the (ðə), them (ðəm)	[h]	He (<u>hə</u>), head (hed),
[θ]	everything ('ɛvrɪθɪŋ),	[ʔ]	

	everyone (ˈevriwʌn)		
[t]	To (tə), cute (kju:t), right (raɪt)	[ʃ]/ ʃ	shook (ʃʊk), fresh (freʃ), she (ʃi)
[d]	Do (du), Dance (da:ns), Dreaming (dri:mɪŋ)	[ʒ]/ ʒ	
[l]	Little (ˈlɪtl), Loved (lʌvd), lays (leɪz)	[tʃ]/ tʃ	Chick (tʃɪk), cheerful (ˈtʃiəfʊl),
[r]	Right (raɪt), dress (dres),	[dʒ]/ dʒ	
[k]	Carried (ˈkærid), cried (kraɪd), can (kən)	[j]	Beautiful (ˈbju:təfʊl), you (ju), cute (kju:t),
[g]	Go (gəʊ), grows (grəʊz),		
DIPHTHONGS			
ɪə		aɪ	cried (kraɪd), Right (raɪt),
eə	Wear (weə),	ɔɪ	
eɪ	Milkmaid (ˈmɪlkmeɪd), lays (leɪz), say (seɪ)	əʊ	grows (grəʊz), Go (gəʊ),
ʊə		aʊ	Come out (kʌmaʊt), about (əˈbaʊt)

V. Metode Pembelajaran

1. Pendekatan : Scientific Learning
2. Model : Inquiry Based Learning
3. Teknik : Drilling

VI. Media dan Sumber Pelajaran

- Media

- Video digital
- Laptop
- Speaker
- LCD
- Papan Tulis

- Sumber Belajar

- https://www.youtube.com/watch?v=WCVhD7z_RVA&list=PLQiKLJnked46p1c8ZyY6NGlebzcCg2Ro4&index=11 (The ant and the bird)
- https://www.youtube.com/watch?v=L7PCfs_n0q0&list=PLQiKLJnked46p1c8ZyY6NGlebzcCg2Ro4&index=12 (The treasure in the vineyard)

- <https://www.youtube.com/watch?v=wErvPrTOaRo&list=PLQiKLJnked46p1c8ZyY6NGlebzcCg2Ro4&index=8> (the milkmaid and her pail)

VII. Kegiatan Pembelajaran

1. Pertemuan Pertama

Fase	Kegiatan Pembelajaran		Waktu
	Guru	Peserta Didik	
Pendahuluan	<ul style="list-style-type: none"> Guru memberi salam. Peserta didik dan guru berdo'a bersama. Guru mengecek kehadiran bersama peserta didik. Guru menyampaikan kompetensi dasar dan tujuan yang akan dicapai. 	<ul style="list-style-type: none"> Peserta didik menjawab salam. Peserta didik dan guru berdo'a bersama. Peserta didik mendengarkan dengan baik. Peserta didik mendengarkan dengan baik apa yang disampaikan oleh guru. 	15 Menit
Kegiatan Inti	<p>Observing</p> <ul style="list-style-type: none"> Guru menampilkan beberapa gambar terkait dengan video yang akan diputar. Guru membimbing siswa untuk mengucapkan kosa kata dari gambar-gambar yang ditampilkan. Guru memutar video bercerita "The ant and the bird" Guru membimbing Peserta didik mendiskusikan informasi penting dari video yang ditampilkan. <p>Questioning</p>	<p>Observing</p> <ul style="list-style-type: none"> Peserta didik mengamati beberapa gambar gambar yang ditampilkan. Peserta didik mengucapkan beberapa kosa kata yang diperintahkan. Peserta didik mendengarkan dengan seksama. Peserta didik berdiskusi isi dari video. Dan menyebutkan hal-hal penting dalam video yang ditampilkan. <p>Questioning</p>	55 Menit

	<ul style="list-style-type: none"> • Guru memberikan beberapa pertanyaan sederhana terkait video. <p>Experimenting</p> <ul style="list-style-type: none"> • Guru membimbing siswa untuk menjelaskan hal yang telah didengar dari video. • Guru menuliskan kata yang ada di video dan membimbing peserta didik untuk menyebutkan kata-kata yang mereka dengar dari video. • Guru membimbing siswa untuk melafalkan kata-kata yang telah disebutkan bersama-sama. • Guru memberikan transkrip dari video yang diputar • Guru memutar dan menjeda video sembari berlatih mengucapkan kata-kata dalam video. • Guru memberikan koreksi terhadap pelafalan siswa <p>Associating</p> <ul style="list-style-type: none"> • Guru memberikan siswa penjelasan dari video yang ditampilkan. • Guru membantu siswa menyimpulkan materi yang telah dipelajari • Guru memberikan penjelasan 	<ul style="list-style-type: none"> • Siswa menjawab secara bergiliran pertanyaan yang diajukan. <p>Experimenting</p> <ul style="list-style-type: none"> • Peserta didik menyebutkan hal hal yang mereka dengar dari video. • Peserta didik menyebutkan kata-kata yang mereka dengar dari video. • Peserta didik melafalkan kata-kata secara bersama-sama. • Peserta didik menerima transkrip dari video yang diputar • Siswa berlatih bersama guru mengucapkan kata-kata dalam video. • Siswa menyimak dan mempraktikan koreksi dari guru. <p>Associating</p> <ul style="list-style-type: none"> • Siswa menyimak dengan seksama penjelasan dari pendidik. • Siswa dengan bimbingan guru menyimpulkan materi yang telah disampaikan. 	
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	<p>materi.</p> <p>Communicating</p> <ul style="list-style-type: none"> Guru memberi kesempatan setiap siswa untuk menjelaskan materi yang telah dipelajari. 	<ul style="list-style-type: none"> Siswa memperhatikan dengan seksama penjelasan guru terkait materi yang disampaikan. <p>Communicating</p> <ul style="list-style-type: none"> Siswa menjelaskan materi yang telah disampaikan guru. 	
Penutup	<ul style="list-style-type: none"> Guru bertanya tentang kesulitan-kesulitan yang dihadapi peserta didik dalam memahami pelajaran. Guru dan peserta didik berdo'a sebelum meninggalkan kelas. Guru dan peserta didik mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> Peserta didik mengungkapkan apa saja kesulitan-kesulitan yang mereka hadapi dalam memahami pelajaran. Peserta didik berdo'a sebelum meninggalkan kelas Peserta didik mengucapkan salam perpisahan. 	10 Menit

2. Pertemuan Kedua

Fase	Kegiatan Pembelajaran		Waktu
	Guru	Peserta Didik	
Pendahuluan	<ul style="list-style-type: none"> Guru memberi salam. Peserta didik dan guru berdo'a bersama. Guru mengecek kehadiran bersama peserta didik. Guru memberi apersepsi dengan mengulas materi 	<ul style="list-style-type: none"> Peserta didik menjawab salam. Peserta didik dan guru berdo'a bersama. Peserta didik mendengarkan dengan baik. Peserta didik mendengarkan dengan baik dan menjawab semua 	10 Menit

	<p>pelajaran pada pertemuan sebelumnya.</p> <ul style="list-style-type: none"> Guru menyampaikan tujuan pembelajaran yang akan dicapai. 	<p>pertanyaan-pertanyaan guru.</p> <ul style="list-style-type: none"> Peserta didik mendengarkan dengan baik apa yang disampaikan oleh guru. 	
Kegiatan Inti	<p>Observing</p> <ul style="list-style-type: none"> Guru memutar video “the treasure in the vineyard” <p>Questioning</p> <ul style="list-style-type: none"> Guru memberikan siswa beberapa pertanyaan sederhana terkait video yang telah diputar <p>Experimenting</p> <ul style="list-style-type: none"> Guru menuliskan kata yang ada di video dan membimbing peserta didik untuk menyebutkan kata-kata yang mereka dengar dari video. Guru membimbing siswa untuk mengucapkan kata/kalimat yang mereka dengar dari video. Guru mendistribusikan transkrip video Guru memutar kembali video yang sama. Guru meminta siswa untuk membacakan teks video seperti yang mereka dengar 	<p>Observing</p> <ul style="list-style-type: none"> Peserta didik mendengarkan dengan seksama. <p>Questioning</p> <ul style="list-style-type: none"> Siswa menjawab pertanyaan sederhana yang diberikan guru <p>Experimenting</p> <ul style="list-style-type: none"> Peserta didik menyebutkan kata/kalimat yang mereka dengar dari video Peserta didik berlatih mengucapkan kata-kata yang telah dituliskan. Peserta didik menerima transkrip video Peserta didik mendengarkan dengan seksama. Siswa bersama-sama membacakan kalimat yang mereka dengar dari video. 	65 Menit

	<p>dari video.</p> <ul style="list-style-type: none"> • Guru memutar dan menjeda video dengan siswa mengikuti. • Guru mengoreksi kesalahan siswa. <p>Associating</p> <ul style="list-style-type: none"> • Guru memberikan apresiasi terhadap antusias peserta didik. • Guru menjelaskan isi video yang diperdengarkan. • Guru membimbing siswa untuk berlatih mengucapkan kata-kata menjadi kalimat kembali. • Guru sesekali memutar kembali video untuk memperjelas pengucapan tiap kalimat. <p>Communicating</p> <ul style="list-style-type: none"> • Guru memberi kesempatan setiap siswa untuk berbagi kesulitan yang dialami selama proses belajar. • Guru memberikan <i>feedback</i> terhadap kesulitan yang siswa alami. 	<ul style="list-style-type: none"> • Peserta didik mengucapkan kalimat-kalimat yang diputar guru • Siswa menyimak dan berlatih dari koreksi guru. <p>Associating</p> <ul style="list-style-type: none"> • Siswa mendapatkan apresiasi dan evaluasi. • Siswa menyimak dengan seksama. • Siswa berlatih mengucapkan kalimat-kalimat dalam video dengan transkrip. • Siswa mendengarkan dengan seksama penjelasan guru. <p>Communicating</p> <ul style="list-style-type: none"> • Siswa berbagi kesulitan yang dialami selama proses belajar. • Siswa mencermati penjelasan guru dengan seksama. 	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik berdo'a sebelum meninggalkan kelas. • Guru dan peserta didik 	<ul style="list-style-type: none"> • Peserta didik berdo'a sebelum meninggalkan kelas • Peserta didik mengucapkan salam perpisahan. 	5 Menit

	mengucapkan salam perpisahan.	
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3. Pertemuan Ketiga

Fase	Kegiatan Pembelajaran		Waktu
	Guru	Peserta Didik	
Pendahuluan	<ul style="list-style-type: none"> Guru memberi salam. Peserta didik dan guru berdo'a bersama. Guru mengecek kehadiran bersama peserta didik. Guru memberi apersepsi dengan mengulas materi pelajaran pada pertemuan sebelumnya. Guru menyampaikan tujuan pembelajaran yang akan dicapai. 	<ul style="list-style-type: none"> Peserta didik menjawab salam. Peserta didik dan guru berdo'a bersama. Peserta didik mendengarkan dengan baik. Peserta didik mendengarkan dengan baik dan menjawab semua pertanyaan-pertanyaan guru. Peserta didik mendengarkan dengan baik apa yang disampaikan oleh guru. 	10 Menit
Kegiatan Inti	<p>Observing</p> <ul style="list-style-type: none"> Guru memutar video "The Milkmaid and Her Pail" <p>Questioning</p> <ul style="list-style-type: none"> Guru memberikan siswa beberapa pertanyaan sederhana terkait video yang telah diputar. <p>Experimenting</p> <ul style="list-style-type: none"> Guru menuliskan kata yang ada di video dan membimbing peserta didik 	<p>Observing</p> <ul style="list-style-type: none"> Peserta didik mendengarkan dengan seksama. <p>Questioning</p> <ul style="list-style-type: none"> Siswa menjawab pertanyaan sederhana yang diberikan guru. <p>Experimenting</p> <ul style="list-style-type: none"> Peserta didik menyebutkan kalimat-kalimat yang mereka dengar dari video. 	65 Menit

	<p>untuk menyebutkan kata-kata yang mereka dengar dari video.</p> <ul style="list-style-type: none"> • Guru memberikan transkrip video • Guru memutar kembali video yang sama. • Guru meminta siswa untuk menirukan video yang diperdengarkan sembari membuat garis intonasi dan stress. • Guru memutar dan menjeda video sembari membimbing siswa mengucapkan kalimat dalam video • Guru memberikan beberapa koreksi pada kesalahan siswa <p>Associating</p> <ul style="list-style-type: none"> • Guru memberikan apresiasi terhadap antusias peserta didik. • Guru menjelaskan isi video yang diperdengarkan. • Guru membimbing siswa untuk berlatih mengucapkan beberapa kalimat dan paragraph kembali. • Guru sesekali memutar kembali video untuk memperjelas pengucapan tiap 	<ul style="list-style-type: none"> • Peserta didik menerima transkrip video. • Peserta didik mendengarkan dengan seksama. • Siswa menirukan suara dari video secara bergiliran. • Peserta didik berlatih mengucapkan kalimat dalam video. • Peserta didik menyimak koreksi guru dengan baik <p>Associating</p> <ul style="list-style-type: none"> • Siswa mendapatkan apresiasi dan evaluasi. • Siswa memperhatikan dengan seksama. • Siswa berlatih mengucapkan kalimat-kalimat dan paragraf. • Siswa mendengarkan dengan seksama penjelasan guru. 	
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	kalimat.		
	<p>Communicating</p> <ul style="list-style-type: none"> Guru memberi kesempatan setiap siswa untuk berbagi kesulitan yang dialami selama proses belajar. Guru memberikan <i>feedback</i> terhadap kesulitan yang siswa alami. 	<p>Communicating</p> <ul style="list-style-type: none"> Siswa berbagi kesulitan yang dialami selama proses belajar. Siswa mencermati penjelasan guru dengan seksama. 	
Penutup	<ul style="list-style-type: none"> Guru dan peserta didik berdo'a sebelum meninggalkan kelas. Guru dan peserta didik mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> Peserta didik berdo'a sebelum meninggalkan kelas Peserta didik mengucapkan salam perpisahan. 	5 Menit

VIII. Penilaian

1. Penilaian Sikap

No	Aspek yang Dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Sikap Spiritual	Pengamatan	Proses	Lembar pengamatan	
2	Tanggungjawab	Pengamatan	Proses	Lembar pengamatan	
3	Disiplin	Pengamatan	Proses	Lembar pengamatan	

4	Peduli	Pengamatan	Proses	Lembar pengamatan	
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2. Kompetensi Keterampilan

- Teknik Penilaian : Tes Praktik
- Bentuk Instrumen : Intruksi
- Kisi-Kisi:

No.	Indikator	Jumlah Butir Soal
1	Siswa diminta untuk membaca kalimat/paragraph dengan pelafalan, intonasi dan penekanan.	1

- Instrumen : *Lihat Apendices Instrument*
- Pedoman Penilaian:

Pronunciation	Scale	Description
	1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding and rarely disturb native speaker. Accent may obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speaker.

$$S = \frac{n}{N} \times 100$$

Notes:

S: Score

n: student's obtained scale

N: highest score possible

(penilaian dilakukan dengan mengacu pada scoring rubric
Brown dengan bantuan inter-rater)

Mengetahui,
Guru Bahasa Inggris

Sidomulyo, 14 Mei 2019
Praktikan



Tini Eviria, S.Pd
NIP. 19780211 2008012014

Yogi Era Reforma
NPM. 1511040175

Kepala SMA Negeri 1 Sidomulyo

Hidayatullah, M.Pd., M.M
NIP. 19620730 1985031002

Appendix 17 (Control Class)



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3.8/ 4.8)**

Nama Sekolah : SMA N 1 SIDOMULYO.

Mata Pelajaran : Bahasa Inggris.

Kelas/semester : X/2

Materi Pokok : Fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytale/fable/legend sesuai dengan konteks penggunaannya.

Alokasi Waktu : 6 x 45 menit (3 Pertemuan)

IX. Kompetensi Inti (KI)

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

X. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytale/fable/legend sesuai dengan konteks penggunaannya.	<p>4. Mengidentifikasi fungsi sosial beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytale/fable/legend sesuai dengan konteks penggunaannya.</p> <p>5. Mengidentifikasi struktur teks, beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi fairytale/fable/legend sesuai dengan konteks penggunaannya.</p>

	6. Mengidentifikasi unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytale/fable/legend sesuai dengan konteks penggunaannya.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait fairytale/fable/legend sesuai dengan konteks penggunaannya.	<p>4. Memahami makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis sederhana.</p> <p>5. Melafalkan kata/kalimat/paragraf dalam teks naratif lisan dan tulis.</p> <p>6. Membaca kata/kalimat/paragraph dengan intonasi dan penekanan.</p>

Karakter: Religius, peduli, tanggungjawab, disiplin dan gotong royong.

XI. Tujuan Pembelajaran

➤ **Pertama**

Setelah mengalami serangkaian pembelajaran siswa dapat:

5. Menunjukkan perilaku religious.
6. Memahami makna yang terdapat dalam teks narrative dengan cermat.
7. Melafalkan tiap-tiap kata yang terdapat dalam teks dengan tepat.
8. Membedakan bunyi dalam tiap-tiap kata dengan baik.

➤ **Kedua**

Setelah mengalami serangkaian pembelajaran siswa dapat:

5. Menunjukkan perilaku jujur.
6. Memahami makna yang terdapat dalam teks narrative dengan cermat.
7. Melafalkan kalimat-kalimat yang terdapat dalam text dengan baik.
8. Menggunakan tekanan dan intonasi dalam kalimat dengan tepat.

➤ **Ketiga**

Setelah mengalami serangkaian pembelajaran siswa dapat:

5. Menunjukkan perilaku bertanggungjawab.
6. Memahami makna yang terdapat dalam teks narrative dengan cermat.
7. Membacakan paragraf dalam teks dengan benar.
8. Menggunakan tekanan dan intonasi dalam paragraph dengan tepat.

XII. Materi Pembelajaran

- Fungsi sosial : Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
- Struktur Teks :
- Orientasi
 - Komplikasi
 - Resolusi
 - Orientasi ulang
- Unsur Kebahasaan:
- Kalimat-kalimat dalam *simple past tense*, *past continuous*, dan lainnya yang relevan
 - Kosakata: terkait karakter, watak, dan setting.
 - Adverbial penghubung dan penunjuk waktu
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik : Fairytale/fable/legenda yang dapat menumbuhkan perilaku yang termuat di KI

A. Pertemuan Pertama

- Narrative text is a kind of text that retell story from the past.
- Narrative text has several types:
 5. Fairy tales
 6. Mysteries
 7. Fables
 8. Legend or myth

9. Personal narrative

- Narrative text is aimed to amuse or to entertain the reader/listener and deal with actual or vicarious experience in different ways.
- Generic structure of narrative text:
 4. Orientation (introduce the participant and setting: who, where, when, when)
 5. Complication (the problem arises)
 6. Resolution (the problem is resolved)

Teks Issumboshi (Pertemuan pertama dan kedua)

Once upon a time there was an old couple who did not have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday. One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!" They looked and saw a crying baby who looked just like a little finger, "this child must be a gift from God. Thanks God", "we will call this child 'Issumboshi'", they said. They raised Issumboshi with much care, but Issumboshi never grew bigger. "Hey Issumboshi, do you want to be eaten by frog?" Issumboshi was always bullied by the children of the village and often went home feeling unhappy. Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.

One day, Issumboshi said, "I will go to the capital to study and become a respectable person. Then I will come back" Grandfather and grandmother were worried about him, but Issumboshi's mind would not be changed. At once they began to prepare for his trip. Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with chopstick stuff in high spirits. "I am going now," Issumboshi said. "Is he safe? With such a small body?" grandmother and grandfather asked as they saw him off. Issumboshi went on the trip with a big wish in a small body.

... ..

At last Issumboshi reached the capital city and anchored under the bridge. Then he climbed up to the railing and viewed the town.

"There is a fine palace over there. I shall ask them at once."

At long last Issumboshi arrived at the palace.

"Excuse me, but I want to meet the feudal lord"

The lord came to the door, "What? Who's there?"

"Here I am, at your feet."

"Oh. How small! Why do you want to meet me?"

“Please let me be your retainer”

“I wonder if your very small body can do anything”

“I’ll stay in your pocket and guard you from all harm.” When Issumboshi said so, a bee came buzzing by. “Yhaa!” Issumboshi yelled, stabbing the bee.

“Bravo! I employ you. It would be good if you became the princess’s man.”

“Oh! What a cute fellow he is!” said the Princess, putting Issumboshi on her palm. “I will defend you upon my life,” Said Issumboshi.

The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong. One day the Princess went out to worship at the Kiyomizu temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. “Help me!” she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demons’ stomach. The demon rolled over and spat out Issumboshi. Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer.

“Do you want me to stab your eyes, too?” Issumboshi asked.

“Please, don’t. This is the magic hammer that will grant you a wish. I give it to you, so please spare me.” And saying this, he ran off in a hurry.

“Thank you, Issumboshi. You have saved my life,” the princess said.

“Princess, please wave this magic hammer and make a wish that I may become big,” said Issumboshi. The princess waved it and asked “May Issumboshi become big!”

And then strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi. The princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

B. Pertemuan Ketiga

Teks Malin Kundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strongboy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was his mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.



XIII. Metode Pembelajaran

4. Pendekatan : Scientific Learning
5. Model : Inquiry Based Learning
6. Teknik : Drilling

XIV. Media dan Sumber Pelajaran

- **Media**
 - Buku bahasa Inggris
 - Papan Tulis
- **Sumber Belajar**
 - Bahasa Inggris Kelas X, Kemendikbud, 2016

XV. Kegiatan Pembelajaran

4. Pertemuan Pertama

Fase	Kegiatan Pembelajaran		Waktu
	Guru	Peserta Didik	
Pendahuluan	<ul style="list-style-type: none"> Guru memberi salam. Peserta didik dan guru berdoa'a bersama. Guru mengecek kehadiran bersama peserta didik. Guru menyampaikan kompetensi dasar dan tujuan yang akan dicapai. 	<ul style="list-style-type: none"> Peserta didik menjawab salam. Peserta didik dan guru berdoa'a bersama. Peserta didik mendengarkan dengan baik. Peserta didik mendengarkan dengan baik apa yang disampaikan oleh guru. 	15 Menit
Kegiatan Inti	<p>Observing</p> <ul style="list-style-type: none"> Guru menuliskan di papan tulis beberapa kosa kata terkait teks yang akan diberikan. Guru membimbing siswa untuk mengucapkan kosa kata yang telah ditulis secara bersama-sama. <p>Questioning</p> <ul style="list-style-type: none"> Guru memberikan beberapa pertanyaan sederhana terkait kosa kata yang diberikan. <p>Experimenting</p> <ul style="list-style-type: none"> Guru mendistribusikan teks "Issumboshi" yang ada pada buku pelajaran kepada siswa. Guru membimbing peserta didik untuk memahami isi 	<p>Observing</p> <ul style="list-style-type: none"> Peserta didik mengamati guru. Peserta didik mengucapkan beberapa kosa kata yang diinstruksikan. <p>Questioning</p> <ul style="list-style-type: none"> Siswa menjawab secara bergiliran pertanyaan yang diajukan. <p>Experimenting</p> <ul style="list-style-type: none"> Pesertadidik menerima teks yang telah dibagikan. Peserta didik mencoba memahami isi dari teks. 	55 Menit

	<p>dari teks yang telah dibagikan.</p> <ul style="list-style-type: none"> • Guru membacakan teks kepada peserta didik. • Guru meminta siswa untuk membaca teks yang telah diberikan. • Guru membacakan kembali teks kalimat-perkalimat. • Guru memberikan koreksi terhadap performance siswa <p>Associating</p> <ul style="list-style-type: none"> • Guru memberikan siswa penjelasan dari teks yang dibagikan. • Guru membantu siswa menyimpulkan materi yang telah dipelajari. • Guru memberikan penjelasan materi. <p>Communicating</p> <ul style="list-style-type: none"> • Guru memberi kesempatan setiap siswa untuk menjelaskan materi yang telah dipelajari. 	<ul style="list-style-type: none"> • Peserta didik menyimak bacaan guru. • Peserta didik membacakan teks yang dibagikan. • Peserta didik menyimak bacaan guru dan mengulanginya. • Peserta didik mendengarkan dengan seksama <p>Associating</p> <ul style="list-style-type: none"> • Siswa mendengarkan dengan seksama penjelasan dari guru. • Siswa dengan bimbingan guru menyimpulkan materi yang telah disampaikan. • Siswa memperhatikan dengan seksama penjelasan guru terkait materi yang disampaikan. <p>Communicating</p> <ul style="list-style-type: none"> • Siswa menjelaskan materi yang telah disampaikan guru. 	
Penutup	<ul style="list-style-type: none"> • Guru bertanya tentang kesulitan-kesulitan yang dihadapi peserta didik dalam memahami pelajaran. • Guru dan peserta didik berdo'a sebelum meninggalkan kelas. 	<ul style="list-style-type: none"> • Peserta didik mengungkapkan apa saja kesulitan-kesulitan yang mereka hadapi dalam memahami pelajaran. • Peserta didik berdo'a sebelum meninggalkan kelas • Peserta didik mengucapkan salam perpisahan. 	10 Menit

	<ul style="list-style-type: none"> Guru dan peserta didik mengucapkan salam perpisahan. 		
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5. Pertemuan Kedua

Fase	Kegiatan Pembelajaran		Waktu
	Guru	Peserta Didik	
Pendahuluan	<ul style="list-style-type: none"> Guru memberi salam. Peserta didik dan guru berdo'a bersama. Guru mengecek kehadiran bersama peserta didik. Guru memberi apersepsi dengan mengulas materi pelajaran pada pertemuan sebelumnya. Guru menyampaikan tujuan pembelajaran yang akan dicapai. 	<ul style="list-style-type: none"> Peserta didik menjawab salam. Peserta didik dan guru berdo'a bersama. Peserta didik mendengarkan dengan baik. Peserta didik mendengarkan dengan baik dan menjawab semua pertanyaan-pertanyaan guru. Peserta didik mendengarkan dengan baik apa yang disampaikan oleh guru. 	10 Menit

Kegiatan Inti	<p>Observing</p> <ul style="list-style-type: none"> • Guru menuliskan di papan tulis beberapa kosa kata terkait teks yang akan diberikan. • Guru membimbing siswa untuk mengucapkan kosa kata yang telah ditulis secara bersama-sama. <p>Questioning</p> <ul style="list-style-type: none"> • Guru memberikan beberapa pertanyaan sederhana terkait kosa kata yang diberikan. <p>Experimenting</p> <ul style="list-style-type: none"> • Guru mendistribusikan teks “Issumboshi” yang ada pada buku pelajaran kepada siswa. • Guru membimbing peserta didik untuk memahami isi dari teks yang telah dibagikan. • Guru membacakan teks kepada peserta didik. • Guru meminta siswa untuk membaca teks yang telah diberikan. • Guru membacakan kembali teks kalimat-perkalimat. • Guru memberikan koreksi terhadap performance siswa <p>Associating</p>	<p>Observing</p> <ul style="list-style-type: none"> • Peserta didik mengamati guru. • Peserta didik mengucapkan beberapa kosa kata yang diinstruksikan. <p>Questioning</p> <p>Siswa menjawab secara bergiliran pertanyaan yang diajukan.</p> <p>Experimenting</p> <ul style="list-style-type: none"> • Peserta didik menerima teks yang telah dibagikan. • Peserta didik mencoba memahami isi dari teks. • Peserta didik menyimak bacaan guru. • Peserta didik membacakan teks yang dibagikan. • Peserta didik menyimak bacaan guru dan mengulangnya. • Peserta didik mendengarkan dengan seksama <p>Associating</p> <ul style="list-style-type: none"> • Siswa mendapatkan apresiasi dan 	65 Menit
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	<ul style="list-style-type: none"> Guru memberikan apresiasi terhadap antusias peserta didik. Guru menjelaskan isi teks yang diperdengarkan. Guru membimbing siswa untuk berlatih mengucapkan kata-kata menjadi kalimat. <p>Communicating</p> <ul style="list-style-type: none"> Guru memberi kesempatan setiap siswa untuk berbagi kesulitan yang dialami selama proses belajar. Guru memberikan <i>feedback</i> terhadap kesulitan yang siswa alami. 	<p>evaluasi.</p> <ul style="list-style-type: none"> Siswa memperhatikan dengan seksama. Siswa berlatih mengucapkan kalimat-kalimat. <p>Communicating</p> <ul style="list-style-type: none"> Siswa berbagi kesulitan yang dialami selama proses belajar. Siswa mencermati penjelasan guru dengan seksama. 	
Penutup	<ul style="list-style-type: none"> Guru dan peserta didik berdo'a sebelum meninggalkan kelas. Guru dan peserta didik mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> Peserta didik berdo'a sebelum meninggalkan kelas Peserta didik mengucapkan salam perpisahan. 	5 Menit

6. Pertemuan Ketiga

Fase	Kegiatan Pembelajaran		Waktu
	Guru	Peserta Didik	
Pendahuluan	<ul style="list-style-type: none"> Guru memberi salam. Peserta didik dan guru berdo'a bersama. Guru mengecek kehadiran bersama peserta didik. 	<ul style="list-style-type: none"> Peserta didik menjawab salam. Peserta didik dan guru berdo'a bersama. Peserta didik mendengarkan dengan baik. 	10 Menit

	<ul style="list-style-type: none"> • Guru memberi apersepsi dengan mengulas materi pelajaran pada pertemuan sebelumnya. • Guru menyampaikan tujuan pembelajaran yang akan dicapai. 	<ul style="list-style-type: none"> • Peserta didik mendengarkan dengan baik dan menjawab semua pertanyaan-pertanyaan guru. • Peserta didik mendengarkan dengan baik apa yang disampaikan oleh guru. 	
Kegiatan Inti	<p>Observing</p> <ul style="list-style-type: none"> • Guru menuliskan di papan tulis beberapa kosa kata terkait teks yang akan diberikan. • Guru membimbing siswa untuk mengucapkan kosa kata yang telah ditulis secara bersama-sama. <p>Questioning</p> <ul style="list-style-type: none"> • Guru memberikan beberapa pertanyaan sederhana terkait kosa kata yang diberikan. <p>Experimenting</p> <ul style="list-style-type: none"> • Guru mendistribusikan teks “The Legend of Malin Kundang” yang ada pada buku pelajaran kepada siswa. • Guru membimbing peserta didik untuk memahami isi dari teks yang telah dibagikan. • Guru membacakan teks kepada peserta didik. • Guru meminta siswa untuk 	<p>Observing</p> <ul style="list-style-type: none"> • Peserta didik mengamati guru. • Peserta didik mengucapkan beberapa kosa kata yang diinstruksikan. <p>Questioning</p> <p>Siswa menjawab secara bergiliran pertanyaan yang diajukan.</p> <p>Experimenting</p> <ul style="list-style-type: none"> • Peserta didik menerima teks yang telah dibagikan. • Peserta didik mencoba memahami isi dari teks. • Peserta didik menyimak bacaan guru. • Peserta didik membacakan teks yang 	65 Menit

	<p>membaca teks yang telah diberikan.</p> <ul style="list-style-type: none"> • Guru membacakan kembali teks kalimat-perkalimat. • Guru memberikan koreksi terhadap performance siswa <p>Associating</p> <ul style="list-style-type: none"> • Guru memberikan apresiasi terhadap antusias peserta didik. • Guru menjelaskan isi teks yang diperdengarkan. • Guru membimbing siswa untuk berlatih mengucapkan kata-kata menjadi kalimat. <p>Communicating</p> <ul style="list-style-type: none"> • Guru memberi kesempatan setiap siswa untuk berbagi kesulitan yang dialami selama proses belajar. • Guru memberikan <i>feedback</i> terhadap kesulitan yang siswa alami. 	<p>dibagikan.</p> <ul style="list-style-type: none"> • Peserta didik menyimak bacaan guru dan mengulangnya. • Peserta didik mendengarkan dengan seksama <p>Associating</p> <ul style="list-style-type: none"> • Siswa mendapatkan apresiasi dan evaluasi. • Siswa memperhatikan dengan seksama. • Siswa berlatih mengucapkan kalimat-kalimat. <p>Communicating</p> <ul style="list-style-type: none"> • Siswa berbagi kesulitan yang dialami selama proses belajar. • Siswa mencermati penjelasan guru dengan seksama. 	
Penutup	<ul style="list-style-type: none"> • Guru dan peserta didik berdo'a sebelum meninggalkan kelas. • Guru dan peserta didik mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> • Peserta didik berdo'a sebelum meninggalkan kelas • Peserta didik mengucapkan salam perpisahan. 	5 Menit

XVI. Penilaian

3. Penilaian Sikap

No	Aspek yang Dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1	Sikap Spiritual	Pengamatan	Proses	Lembar pengamatan	
2	Tanggungjawab	Pengamatan	Proses	Lembar pengamatan	
3	Disiplin	Pengamatan	Proses	Lembar pengamatan	
4	Peduli	Pengamatan	Proses	Lembar pengamatan	

4. Kompetensi Keterampilan

- f. Teknik Penilaian : Tes Praktik
- g. Bentuk Instrumen : Instruksi
- h. Kisi-Kisi:

No.	Indikator	Jumlah Butir Soal
1	Siswa diminta untuk membaca kalimat/paragraph dengan intonasi dan penekanan.	1

- i. Instrumen : *Lihat Apendices Instrument*
- j. Pedoman Penilaian:

Pronunciation	Scale	Description
	1	Errors in pronunciation are frequent but can be

		understood by native speaker used to dealing foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding and rarely disturb native speaker. Accent may obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speaker.

$$S = \frac{n}{N} \times 100$$

Notes:

S: Score

n: student's obtained scale

N: highest score possible

(penilaian dilakukan dengan mengacu pada scoring rubric Brown dengan bantuan inter-rater)

Mengetahui,
Guru Bahasa Inggris

Sidomulyo, 14 Mei 2019
Praktikan

Tini Eviria, S.Pd
NIP. 19780211 2008012014

Yogi Era Reforma
NPM. 1511040175

Kepala SMA Negeri 1 Sidomulyo

Hidayatullah, M.Pd., M.M
NIP. 19620730 1985031002

Appendix 18

SILABUS BAHASA INGGRIS

Satuan Pendidikan : SMA N 1 Sidomulyo
 Kelas : X (Sepuluh)
 Kompetensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran
3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytale/fable/legend sederhana sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan 	<ul style="list-style-type: none"> - Menyimak guru membacakan fairtale/fable/legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didikatkan guru menuliskan fairytale/fable/legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan fairytale/fable/legend tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca teks naratif lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang
4.8	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait fairytale/fable/legend.		

- Kosakata: terkait karakter, watak, dan setting dalam legenda
- Adverbia penghubung dan penunjuk waktu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik

Cerita naratif yang dapat menumbuhkan perilaku yang termuat di KI

memuat bagian-bagian fairytale/fable/legend yang ditanyakan

- Melakukan refleksi tentang proses dan hasil belajar.



Mengetahui,
Guru Bahasa Inggris

Sidomulyo, 26 April 2019
Praktikan

Tini Eviria, S.Pd
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No	Schedule	E
1	Pre-test	
2	First	

Appendix 19

Research Schedule

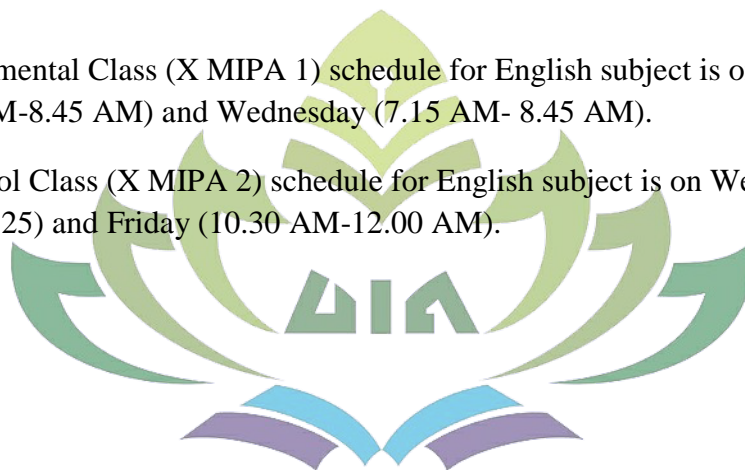
The following table shows the schedule of the research:

No	Schedule	Class	
		Experimental Class [*]	Control Class ^{**}
1	Pre-test	April, 30 th	April 26 th
2	First Treatment	May, 7 th	May 3 rd
3	Second Treatment	May, 8 th	May 8 th
4	Third Treatment	May 14 th	May 10 th
5	Post-test	May 15 th	May 15 th

Note:

*Experimental Class (X MIPA 1) schedule for English subject is on Tuesday (7.15 AM-8.45 AM) and Wednesday (7.15 AM- 8.45 AM).

**Control Class (X MIPA 2) schedule for English subject is on Wednesday (8.55 AM- 10.25) and Friday (10.30 AM-12.00 AM).



Appendix 20

Documentation

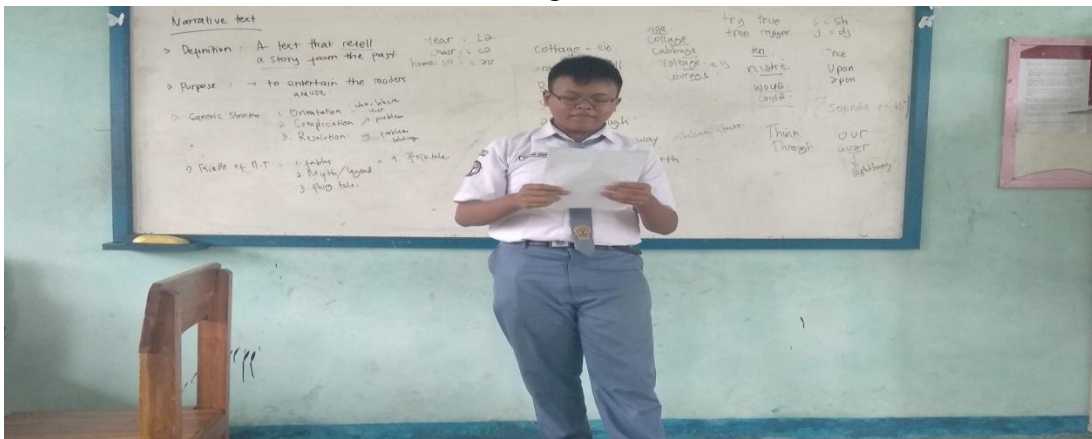
1. Experimental Class



Picture 1. Teaching and Learning Through Digital Story Media



Picture 2. Practicing with Deskmate



Picture 3. Performing in front of the Class



Picture 4. Test



Picture 5. Post-teaching Questionnaire



Picture 6. Experimental Class Students

2. Control Class



Picture 7. Teaching and Learning Using Textbook



Picture 8. Practicing in front of the Class



Picture 9. Test



Picture10. Post-teaching Questionnaire



Picture 11. Control Class Students



Experimental Class

Control Class

